

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](#)

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.

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

Risk matrix

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

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
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| 1. Establishing a systematic process of fully opening, including social distancing guidance | | | | | |
| 1.1 Capacity | | | | | |

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| <p>Available capacity of the school is reduced when social distancing guidelines are applied</p> | M | <ul style="list-style-type: none"> • 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. • Social distancing not expected for children in EYFS and KS1 • Bubbles agreed in year groups or smaller, depending on phase of education. • Agreed new timetable and arrangements confirmed for each bubble. • Arrangements in place to support any pupils still unable to attend school with remote learning at home. | | <ul style="list-style-type: none"> • Year group bubbles have been established • Staff training outlines importance of social distancing from students and with other staff • Remote learning systems have been established along with reviews of students access to remote learning | M |
| <p>1.2 Organisation of teaching spaces</p> | | | | | |
| <p>Classroom sizes will not allow adequate social distancing</p> | H | <ul style="list-style-type: none"> • Requirement for social distancing reviewed by government to support full classes to return to classrooms. • Classrooms re-modelled, with chairs and desks in rows facing in the same direction to support social distancing. • Clear signage displayed in classrooms promoting social distancing. • In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools the year group stays together and does not mix with other pupils. | | <ul style="list-style-type: none"> • Classroom layouts have been remodelled using specific plans based upon room dimensions • Desks and chairs in front facing rows • Clear signage throughout the academy in corridors, social areas and classrooms outlining social distancing and hygiene expectations • Year groups have been zoned across the academy to support minimal movement - teachers will move to lessons | H |
| <p>Large spaces need to be used as classrooms</p> | M | <ul style="list-style-type: none"> • Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. • Large gatherings prohibited. • 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. | | <ul style="list-style-type: none"> • Large spaces have been utilised; Dining room - only permit one year group at any one time • Sports hall; Set as second dining space | M |

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| | | | | <ul style="list-style-type: none"> • Main hall; for any required indoor PE • OIE; Exams, such as Autumn series | |
| 1.3 Availability of staff and class sizes | | | | | |
| The number of staff who are available is lower than that required to teach classes in school and operate effective home learning | M | <ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Shielding guidance paused from 1 August 2020, allowing staff to return to work and children to schools • 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. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • Full use is made of test and trace to inform staff deployment. • Non-specialist teachers may be used to deliver content provided by subject specialists. | | <ul style="list-style-type: none"> • Close monitoring of staff who may not be available due to shielding • Any staff shielding will be deployed to work from home where health enables this way of working • TAs and learning managers will assist delivery and managing lesson change-overs • Test & trace is in place | M |
| Re-timetabling and extended days mean that staff exceed their contracted working hours | M | <ul style="list-style-type: none"> • Directed time calculations reworked and shared with staff • PPA allocations still provided on timetables • Where timetable restricts PPA or exceeds weekly hours for teachers, a two weekly timetable agreed to compensate • Hourly rates of pay agreed for staff who are asked to work additional hours beyond their contracted hours | | <ul style="list-style-type: none"> • Close attention paid to delivering regular planned time table and curriculum • Staff to receive PPA allocations • Close attention to 1265 and not going over directed time | L |
| Staff are required to isolate following holidays abroad, making them unavailable for the start of the new term | M | <ul style="list-style-type: none"> • All staff have been advised to follow government advice on the booking of holidays • 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 • Staff managing attendance policy and absence policies to be followed from September | | <ul style="list-style-type: none"> • Information shared with staff regarding new term dates • Staff attendance and absence procedures in place | L |
| 1.4 The school day | | | | | |

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| <p>The start and end of the school day create risks of breaching social distancing guidelines</p> | <p>H</p> | <ul style="list-style-type: none"> ● Start and departure times are managed, with staggering where possible ● The number of entrances and exits to be used is maximised. ● Different entrances/exits are used for different bubbles if entering at the same time. ● Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. ● A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. ● Floor markings are visible where it is necessary to manage any queuing. ● Attendance patterns have been optimised to ensure maximum safety. ● One way systems around the school. ● Accessibility for disabled students and staff have been considered within changes. ● Extra curricular activities cancelled if relevant distancing and controls can not be put in place to protect bubbles. | | <ul style="list-style-type: none"> ● Start and end times have been staggered with 3 different start times and different locations for students arrival <ul style="list-style-type: none"> ○ Y11, Y7 & P16 8:25 ○ Y10 & Y9 8:50 ○ Y8 9:45 ● Using 3 main entrance and exit points with Library gate dedicated to 6th form ● Zones & student required movement has been mapped - monitored by SLT and pastoral staff ● Floor markings on all corridors and pathways ● Risk assessments for students with access & disability concerns | <p>H</p> |
| <p>Wrap around care provided in school is not able to comply with social distancing or bubble separation</p> | <p>M</p> | <ul style="list-style-type: none"> ● School provided breakfast will be grab bags that can be distributed to classrooms or separate areas for each bubble ● After school activities will be separated and offered to distinct year groups to ensure bubbles are maintained/or cancelled if not possible ● Externally provided wrap around care on school site must provide the school with their risk assessment and control measures that comply with government guidance | | <ul style="list-style-type: none"> ● Extra-curricular activities will be limited in September whilst systems are embedded ● School breakfast and break-time snacks will not be operated in the initial weeks as we establish use of the dining spaces ● School breakfast will always be available for those identified significantly | <p>M</p> |

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| | | | | vulnerable by the Inclusion team | |
| 1.5 Planning movement around the school | | | | | |
| Movement around the school risks social distancing not being maintained | H | <ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Posters in corridors regarding social distancing. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottlenecks are identified, staffed and managed accordingly. • Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. • Lesson change overs are organised to avoid overcrowding. • Pupils are regularly briefed regarding observing social distancing guidance. • Spaced lines on main corridors. • Appropriate duty rota and levels of supervision are in place. • Risk assessment in place for children who require support under EHCP where social distancing cannot be implemented e.g. TA pushing wheelchair • Play areas will be divided if more than one bubble is to use it at the same time • Outdoor play equipment will be either taken out of use, cleaned between use by different bubbles or separate equipment provided for each bubble | | <ul style="list-style-type: none"> • Limited movement around the academy with year group bubbles in zones • Specialist classrooms have been made available for bubbles to utilise with staff support in moving to rooms and expectations e.g. Art, Music, IT, PE & Science • Tutorials in place to outline expectations and modified systems • Staff have concise plans for student movement at bell times • Centre lines on main corridors • Risk assessments in place for students with specific needs | M |
| 1.6 Curriculum organisation | | | | | |
| Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened | H | <ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' short, medium and longer term planning. • Praising stars will be used to assess the impact of interventions • Curriculum has been re-ordered to focus on learning priorities for the phase of education if it can't all be caught up • Plans for intervention are in place for those pupils who have fallen behind in their learning. | | <ul style="list-style-type: none"> • Remote Learning Reflection carried out to assess student access to lockdown remote learning and potential gaps in knowledge • HoDs working with Directors to develop return curriculum | H |

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| | | | | <ul style="list-style-type: none"> • Praising Stars utilised to assess current positions and inform intervention | |
| Library book sharing risks virus infection | M | <ul style="list-style-type: none"> • Libraries will not be used as a social space for children • Children will be managed in small numbers to select a book • Returned books will be quarantined for 72 hours before being returned to library shelves | | <ul style="list-style-type: none"> • Library not in place at social times • Library will be utilised as an additional inclusion space for delivering packages • Returned library books quarantined for 72 hours upon return | M |
| Practical music lessons spread virus through spittle and touch | M | <ul style="list-style-type: none"> • Music lessons in the curriculum to be theory and touch instruments that can be easily cleaned only • Peripatetic music lessons to continue online with the child using an instrument solely used by them | | <ul style="list-style-type: none"> • Music lessons to utilise music technology to support cleaning process • Only one person to use each instrument - cleaned before and after use • Peri lessons to take place in a larger & ventilated space • Instruments to be cleaned after each use • Gloves to be used when using keyboards - single use and disposed of at the end of each lesson | M |
| 1.7 Staff workspaces | | | | | |
| Staff rooms and offices do not allow for observation of social distancing guidelines | H | <ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Posters in place regarding social distancing and hygiene. • Communal equipment removed or measures in place to disinfect between use. | | <ul style="list-style-type: none"> • Staff computer & work areas adjusted for distancing • Any use of fabric-chairs limited to single use and marked-up • Posters and signage across the academy | M |

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| | | | | <ul style="list-style-type: none"> Sanitation and cleaning products widely available | |
| 1.8 Managing the school lifecycle | | | | | |
| Limited progress with the school's calendar and work plan because of COVID-19 measures | M | <ul style="list-style-type: none"> School calendar for the year rationalised. Senior Leadership Team (SLT) and staff work plans to include short- and medium-term planning. Staff recruitment to continue employing social distancing and online interviews where appropriate Re-timetabling completed Plans and capacity in place should re-timetabling be required mid-year | | <ul style="list-style-type: none"> School calendar has been reviewed INSET days scheduled School return scheduled Recruitment has continued throughout the pandemic Timetabling completed for return including re-rooming in response to zones | L |
| Pupils in the first year of a new phase in their education do not feel prepared for the transition | H | <ul style="list-style-type: none"> Pastoral staff have spoken with pupils and their parents about the new stage in their education and resolved any issues 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 Regular communications with the parents and pupils are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and pupils. Online induction days for pupils and parents completed Secondary academies have undertaken ongoing virtual transition activity with feeder primary schools Additional transition activity has taken place for students with identified SEND New pupils will have enhanced induction in the first weeks of the September term | | <ul style="list-style-type: none"> A Transition website has been launched and google-classrooms are being delivered in all of our feeder primary schools Virtual transition has been delivered enabling tours, activities and meet the staff Year 7 & Year 12 return a day before the wider school population Additional visits and meets have taken place for EHCP & SEND students where required. | M |
| 1.9 Governance and policy | | | | | |
| Directors are not fully informed or involved in making key decisions | M | <ul style="list-style-type: none"> Online meetings are held regularly with the Board of Directors. The Board of Directors are involved in key decisions on reopening. | | <ul style="list-style-type: none"> Weekly Academy Council meetings | M |

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| | | <ul style="list-style-type: none"> Governors are briefed regularly on the latest government guidance and its implications for the school. | | <ul style="list-style-type: none"> Board of Directors signing off reopening documents and decision making | |
| 1.10 Policy review | | | | | |
| 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 | H | <ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. | | <ul style="list-style-type: none"> Revised policies have been published Website regularly updated | M |
| 1.11 Communication strategy | | | | | |
| Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | H | <p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Regional Schools Commissioner Professional associations Other partners | | <ul style="list-style-type: none"> Regular staff briefings detailing plans and developments Weekly Academy Council meetings Regular communications through letters, texts & social media with parents | M |
| 1.12 Staff induction and CPD | | | | | |
| Staff are not trained in new procedures, leading to risks to health | H | <ul style="list-style-type: none"> INSET day will be held at the beginning of the September term Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management | | <ul style="list-style-type: none"> INSET day scheduled for 1st September New staff induction day has taken place Fire safety procedures have been reviewed and signposted in relation to zones and muster-points Behaviour policy addendum in place and communicated with staff | M |

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| | | | | <ul style="list-style-type: none"> Safeguarding procedures in place and additional time allocated to safeguarding leads Regular review of risk assessment by Principal, Business manager and other key stakeholders | |
| Staff training expires leading to risk that the trust can not appropriately support children e.g. first aid, MAPA, MHFA, DSL | H | <ul style="list-style-type: none"> First Aid qualifications extended by 3 months For period of COVID-19 designated safeguarding training will not expire Online training sought to replace or supplement training that is due to expire Support from leaders in the Trust who have up to date training | | <ul style="list-style-type: none"> Review of who requires First-aid updates and courses to be booked Safeguarding training up-to-date | M |
| New staff are not aware of policies and procedures prior to starting at the school when it reopens | H | <ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. | | <ul style="list-style-type: none"> Induction programme for new staff complete. Additional sessions will be available for staff who join later to the academy | M |
| Staff do not receive ongoing CPD leading to retention issues | M | <ul style="list-style-type: none"> Learning and performance sessions will be provided in school with social distancing and using technology The OIE will continue to support CPD through the offer of online programmes Flick online learning will support with statutory, mandatory and additional training | | <ul style="list-style-type: none"> L&P programme to continue weekly, utilising virtual technology Teachers attending regional training | M |
| 1.13 Free school meals | | | | | |
| Reduced food offers are available due to kitchen and dining capacity | H | <ul style="list-style-type: none"> A range of hot a cold food will be available (although this may not be a full menu) Dining staggered to ensure full bubble can be catered for Additional large spaces in school considered for dining | | <ul style="list-style-type: none"> Hot & cold food available in the dining & sports hall A limited menu will be available with a hot & cold offer Each year group bubble has single break | M |

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| | | | | <ul style="list-style-type: none"> • Each year group bubble has lunch space • Post 16 students will remain in Post-16 area for break & lunch • Post-16 will have lunch at 12:00- 12:30 - limited menu offer - students order in the morning and food delivered to common room area • Additional kitchen in place to support catering staff and distancing | |
| 1.14 Risk assessments | | | | | |
| <p>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.</p> | H | <ul style="list-style-type: none"> • Risk assessment from other partners completed • 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"> - Personal care - EHCP - Vulnerable staff - MAPA | | <ul style="list-style-type: none"> • Site risk assessments up to date and monitored by Business manager and site team • Vulnerable staff risk assessments managed through HR team • Vulnerable student risk assessments managed through Deep Support | M |
| 1.15 School transport | | | | | |
| <p>If any students use public transport: 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</p> | M | <ul style="list-style-type: none"> • The details of how pupils will travel to and from school are known prior to September. • Effective liaison with bus companies is used as a basis for planning staggered start and departure times, where required. • Home learning and telephone support established where a child is unable to attend school due to transport issues. | | <ul style="list-style-type: none"> • Review of student home locations and likely travel routes • Public bus company timetable reviewed and communication with company | M |

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| | | <ul style="list-style-type: none"> • Children encouraged to use other forms of transport, including cycling and walking. • Walking buses employed • Children advised how to queue at bus stops employing social distancing • Children advised how to use facial coverings (aged over 11) on public transport and remove safely on arrival at school • Additional hand washing and sanitising facilities available at bus parks and entrances to school. • Queuing at the school at the end of the day is managed to ensure social distancing | | <ul style="list-style-type: none"> • Students advised to cycle walk or personal transport • Families advised of government public transport guidelines • Additional hand washing facilities at the academy entrance • SLT supervise students leaving the academy site | |
| <p>If any students use home/school dedicated buses: Social distancing is not adhered to and bubbles mix</p> | M | <ul style="list-style-type: none"> • Effective liaison with local authorities and bus companies to understand their risk assessments and control measures, including additional cleaning • Children to be seated in bubble groups where possible, including social distancing • Children advised how to queue at bus stops employing social distancing • Children advised how to use facial coverings (over age 11) and remove safely on arrival at school • Additional hand washing and sanitising facilities available at bus parks and entrances to school. • Queuing at the school at the end of the day is managed to ensure social distancing | | <ul style="list-style-type: none"> • Information & predictions shared with the public bus service • Adwick does not have a dedicated bus travel service | M |
| <p>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</p> | M | <ul style="list-style-type: none"> • Liaison with local authority to understand the control measures in place and risk assessments • Children to be seated apart as far as possible from other children and adults • Hand washing/sanitising on boarding and disembarking • Face coverings to be used if appropriate | | <ul style="list-style-type: none"> • Risk assessments for taxis have been requested from the LA • Students using taxis will be made aware of the safety measures they should take | M |
| 1.16 Multi-site working | | | | | |

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| <p>Staff who normally work across multiple sites risk the spread of infection across sites</p> | <p>H</p> | <ul style="list-style-type: none"> • 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. • Staff who are able, will still be asked to work from home. • 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. | | <ul style="list-style-type: none"> • Staff & student movement between sites strictly limited. • Post-16 students will remain at their 'home' site and will access lessons virtually from other sites (OA Danum) | <p>M</p> |
| <p>1.17 Attendance and Punctuality</p> | | | | | |
| <p>Children do not attend school consistently as habits and social norms have changed</p> | <p>M</p> | <ul style="list-style-type: none"> • The need and value of attendance at school will be regularly reinforced with children and families • PR campaigns regarding attendance will be launched • Attendance staffing requirements will be kept under review to ensure that all absence is chased effectively • Regular safeguarding phone calls to those children not attending • Attendance fines will be reintroduced | | <ul style="list-style-type: none"> • Attendance expectations shared with families • Attendance rewards in place • Continued safeguarding systems in place for non-attendance | <p>M</p> |
| <p>1.18 Alternative Provision</p> | | | | | |
| <p>Control measures are not in place for children attending alternative provision or otherwise accessing part time education</p> | <p>M</p> | <ul style="list-style-type: none"> • 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 • Where attendance is part time, liaison to identify the risks of movement between settings • Children not to attend more than 1 setting in the same day | | <ul style="list-style-type: none"> • SLAs and Risk assessments in place for all AP providers • Ensure timetabling prevents students accessing more than one site in a single day | <p>M</p> |
| <p>2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19</p> | | | | | |
| <p>2.1 Cleaning</p> | | | | | |
| <p>Cleaning capacity is reduced so that cleaning of surfaces are not undertaken to the standards required</p> | <p>H</p> | <ul style="list-style-type: none"> • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased and additional staff appointed where necessary. • Dining areas, toilets and high frequency areas are prioritised in additional cleaning schedules and for cleaning between use by different bubbles | | <ul style="list-style-type: none"> • Enhanced cleaning routine continued across the site throughout the day • Dining areas to be cleaned between each sitting | <p>H</p> |

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| | | <ul style="list-style-type: none"> • Cleaning logs completed in key areas e.g. toilets, dining and high frequency areas. • Classroom timetabling is shared to ensure the classrooms are cleaned when free | | <ul style="list-style-type: none"> • Break time areas to be cleaned between sessions • Classroom plan to be shared to ensure cleaning between different groups • PE changing room toilets will be used to support the Sports hall dining room facilities - Cleaning spray to be used to sanitise regularly throughout lunch sessions and between sessions • Alternative rooms will be used for period 4 PE changing facilities to enable children dining to use these facilities • Additional changing facilities with no visual access points • Dining room toilets will be frequently sanitised with Cleaning spray for immediate disinfectant • PE changing rooms will have sanitation spray for effective sanitation between sessions | |
| 2.2 Hygiene and handwashing | | | | | |
| Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency | H | <ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers has been undertaken and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. | | <ul style="list-style-type: none"> • Regular monitoring of sanitation stations across the site, in social areas and classrooms - regular replenishing | M |

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| | | <ul style="list-style-type: none"> Additional external wash basins have been provided at key points around the school. | | <ul style="list-style-type: none"> Additional hand-washing facilities put at SID | |
| Pupils forget to wash their hands regularly and frequently | H | <ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Hand washing is timetabled for arrival at school, when changing rooms, return from breaks and before and after eating Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis and timetable into the day if necessary. | | <ul style="list-style-type: none"> Signposting and staff sessions highlight requirements for handwashing Outdoor hand basins for arrival at the academy building | M |
| 2.3 Clothing/fabric | | | | | |
| Not wearing clean clothes each day may increase the risk of the virus spreading | H | <ul style="list-style-type: none"> Government guidance has advised that children should be expected to wear full school uniform from September. Additional uniform available in school to support vulnerable children who may require additional items. Expectations and guidance are communicated to parents. Additional uniform issued to catering, cleaning and site staff if they have insufficient | | <ul style="list-style-type: none"> Expectations shared with parents/carers Spare uniform available onsite Assessment carried out of staff uniform needs and ordered as required | H |
| The use of fabric chairs may increase the risk of the virus spreading | M | <ul style="list-style-type: none"> Take fabric chairs out of use where possible. Where that is not possible then ensure chairs are limited to single person use. | | <ul style="list-style-type: none"> Fabric chairs removed unless single use and single user detailed on the chair | M |
| 2.4 Testing and managing symptoms | | | | | |
| Testing is not used effectively to help manage staffing levels and support staff wellbeing | H | <ul style="list-style-type: none"> Testing and tracing in place nationally. Flowcharts provided to schools to explain what they need to do if they have a positive case confirmed. Guidance on getting tested has been published. The guidance has been explained to staff as part of the induction process. | | <ul style="list-style-type: none"> Information shared with staff through briefing and training Flowcharts in place and with first-aid team | M |

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| <p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p> | <p>H</p> | <ul style="list-style-type: none"> ● Robust collection and monitoring of absence data, including tracking return to school dates, is in place. ● 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. ● Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms ● A record of any COVID-19 symptoms in staff or pupils is reported to the trust. ● Each school knows how to contact LA PHE for advice. ● Government advice followed for identifying contact levels: <ul style="list-style-type: none"> - Direct - less than 1m for 1 minute - Proximity - within 1m to 2m for 15 minutes - Travelled in the same car | | <ul style="list-style-type: none"> ● All cases tracked, enabling tracing to take place ● Reflection room identified as Covid room for managing students / staff with symptoms ● Communication with parents has outlined what they should do in the case of symptoms and/or positive test ● School aware of links to LA & PHE ● We will take advice from local PHE regarding local data and spikes and work with HTP | <p>H</p> |
| <p>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</p> | <p>H</p> | <ul style="list-style-type: none"> ● 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. ● This guidance has been explained to staff and pupils as part of the induction process. ● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | | <ul style="list-style-type: none"> ● Delivered through INSET training ● Website details procedures ● All updates posted via website | <p>M</p> |
| <p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p> | <p>H</p> | <ul style="list-style-type: none"> ● 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. ● This guidance has been explained to staff and pupils as part of the induction process, including flowcharts ● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | | <ul style="list-style-type: none"> ● Delivered to staff through INSET ● Shared on website ● Signage in the academy | <p>M</p> |
| <p>2.5 First Aid/Designated Safeguarding Leads</p> | | | | | |

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| The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk | H | <ul style="list-style-type: none"> • First Aid certificates extended for three months. • A programme for training additional staff is in place. • Collaborative arrangements for sharing staff with other schools in the locality have been agreed. | | <ul style="list-style-type: none"> • First aid staff and safeguarding staff are available and adequately trained | M |
| 2.6 Medical rooms | | | | | |
| Medical rooms are not adequately equipped or configured to maintain infection control | H | <ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils or staff with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | | <ul style="list-style-type: none"> • Reflection room established as COVID room. Large ventilated space with isolated toilet facilities. • Deep clean can be arranged immediately | M |
| 2.7 Communication with parents | | | | | |
| Parents and carers are not fully informed of the health and safety requirements for the reopening of the school | H | <ul style="list-style-type: none"> • As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated. | | <ul style="list-style-type: none"> • Website & social media regularly updated | M |
| Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19 | H | <ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. | | <ul style="list-style-type: none"> • Website & social media regularly updated • Text messages sent | M |
| 2.8 Personal Protective Equipment (PPE) | | | | | |
| Provision of PPE for staff where required is not in line with government guidelines | H | <ul style="list-style-type: none"> • Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • 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 carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that the wearing of gloves is not a substitute for good handwashing. | | <ul style="list-style-type: none"> • Use & requirement of PPE delivered via INSET • Staff clear about expectations and guidelines | M |
| 2.9 Catering | | | | | |

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| <p>Dining space can not cater for numbers of children with appropriate cleaning and hygiene</p> | <p>H</p> | <ul style="list-style-type: none"> • A reduced catering offer is established to ensure that increased numbers of lunch breaks and breaks can be managed for bubbles • Primary - meals will continue to be provided to classrooms • Secondary - additional dining spaces identified if needed • Secondary - all students facing same way and social distancing in place by removing use of seats • Dining spaces cleaned between bubbles | | <ul style="list-style-type: none"> • Catering team reviewing menu offer to run two dining rooms and provide hot and cold food • Sports hall set-up as additional dining area • All student facing the same direction - chairs marked accordingly • Cleaning between sittings | <p>M</p> |
| <p>2.10 Finance</p> | | | | | |
| <p>Cash brought into the academy spreads the virus through handling</p> | <p>M</p> | <ul style="list-style-type: none"> • Cashless is encouraged at all times • Parent letters requesting that cash is not used and accounts are topped up from home • Any cash brought in is placed in the safe for 72 hours and hand immediately washed | | <ul style="list-style-type: none"> • Cashless - online - payments recommended • Manual payment system | <p>M</p> |
| <p>2.11 Gifts</p> | | | | | |
| <p>Children bring gifts for the end of term that spread the virus</p> | <p>M</p> | <ul style="list-style-type: none"> • Gifts to be discouraged • Those that are brought should be accepted, hands washed and then quarantined for 72 hours | | <ul style="list-style-type: none"> • Message to be shared via briefing | <p>L</p> |
| <p>3. Maximising social distancing measures</p> | | | | | |
| <p>3.1 Pupil behaviour</p> | | | | | |

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| <p>Pupils' behaviour on return to school does not comply with social distancing guidance</p> | <p>H</p> | <ul style="list-style-type: none"> • 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. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • 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. | | <ul style="list-style-type: none"> • Tutorials established to share expectations and safety measures • Social distancing reinforced through signage across the academy and regular reinforcement from staff • Minimised movement around the academy by using zones • Break and lunchtimes managed within year group bubbles • Behaviour policy addendum in place • SLT regularly monitoring provisions, measures and expectations • Messages communicated with parents and carers via the website | <p>H</p> |
| <p>3.2 Classrooms and teaching spaces</p> | | | | | |
| <p>The size and configuration of classrooms and teaching spaces does not support government guidance</p> | <p>H</p> | <ul style="list-style-type: none"> • All furniture not in use has been removed from classrooms and teaching spaces or made inaccessible. • Arrangements are reviewed regularly. • Unnecessary equipment removed from classrooms • Soft toys and soft furnishings removed • Cleaning product and wipes available in EYFS to clean toys • 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 • Tables in rows with children facing the front to avoid face to face • Entering and exiting the classroom is 'one person at a time' | | <ul style="list-style-type: none"> • Classrooms reviewed and non required items removed • Cleaning products available in all classrooms • IT, musical & other shared equipment cleaned after each use | <p>M</p> |
| <p>3.3 Movement in corridors</p> | | | | | |

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| <p>Social distancing guidance is breached when pupils circulate in corridors</p> | <p>H</p> | <ul style="list-style-type: none"> • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Posters in corridors and circulation areas on social distancing • Floor markings in key areas • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Social time change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Accessible routes have been planned where necessary. | | <ul style="list-style-type: none"> • Movement & circulation plans have been produced for each year groups for over the closure of each day - to be shared with all staff • Social distancing posters across the academy • Floor markings to aid distancing • Movement minimised by majority of lessons taking place in zones and teachers moving to lessons • The academy day has been staggered | <p>M</p> |
| <p>3.4 Break times</p> | | | | | |
| <p>Pupils may not observe social distancing at break times</p> | <p>H</p> | <ul style="list-style-type: none"> • Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing. | | <ul style="list-style-type: none"> • Each year group bubble has an individual break-time • Individual areas designated for when students arrive at the academy | <p>M</p> |
| <p>3.5 Lunch times</p> | | | | | |
| <p>Pupils may not observe social distancing at lunch times</p> | <p>H</p> | <ul style="list-style-type: none"> • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing. • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. | | <ul style="list-style-type: none"> • Staff reinforce social distancing at social times • Additional hand-washing facilities to ensure availability before lunch times | |

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| | | <ul style="list-style-type: none"> ● 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??) ● Cashless 'reval' machines taken out of use and pupils advised to 'top up' from home. ● Water fountains taken out of use. ● Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. ● Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). ● Eating areas are cleaned between bubbles by catering, cleaning or MSA staff. | | <ul style="list-style-type: none"> ● Dining room laid out for forward facing seating ● Floor markings to support queues ● Water fountains out of use ● Cashless catering prioritised ● Regular cleaning by midday supervisors | M |
| 3.6 Toilets | | | | | |
| Queues for toilets and handwashing risk non-compliance with social distancing measures | H | <ul style="list-style-type: none"> ● Queuing zones for toilets and hand washing have been established and are monitored. ● Floor markings are in place to enable social distancing. ● Pupils know that they can only use the toilet one at a time. ● Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. ● The toilets are cleaned frequently. ● Monitoring ensures a constant supply of soap and paper towels. ● Bins are emptied regularly. ● Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | | <ul style="list-style-type: none"> ● Toilet zones marked out and separated for dining room and sports hall ● Toilet expectations delivered to all students ● Allocated toilets for each zone ● Additional cleaning of toilets ● Hygiene procedures in all toilets ● Utilising PE changing room toilets for second dining hall space with specific enhanced cleaning routine | H |
| 3.7 Medical Rooms | | | | | |

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| <p>The configuration of medical rooms may compromise social distancing measures</p> | <p>H</p> | <ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. • PPE provided in medical room for first aiders • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | | <ul style="list-style-type: none"> • PPE in place for first aiders and training delivered on correct use • Reflection room designated as Covid room • Deep cleaning available immediately on request | <p>M</p> |
| <p>3.8 Reception area</p> | | | | | |
| <p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p> | <p>H</p> | <ul style="list-style-type: none"> • Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Screens between Receptionist and visitor installed if not already in place • Signing in completed by Reception staff so that visitors do not touch pens, visitors book, signing in screens etc • Meeting room identified for essential meetings where social distancing can be complied with. • Non-essential deliveries and visitors to school are minimised. • Signs on gates to confirm not accepting non-essential visitors • Arrangements are in place for segregation of visitors. • Visitor logs kept to support Track and Trace | | <ul style="list-style-type: none"> • Floor markings throughout the academy • Screens in main reception & SID • Social distancing expectations in reception areas • Single meeting room in main reception • Signs on main gates • Visitors advised to make phone contact rather than entering academy • Reception maintain visitor logs and registers details | <p>M</p> |
| <p>3.9 Arrival and departure from school</p> | | | | | |
| <p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p> | <p>H</p> | <ul style="list-style-type: none"> • Start and finish times are staggered or different entrances/exits for different bubbles • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. | | <ul style="list-style-type: none"> • Staggered start and finish times and designated holding spaces • Additional Library gate for 6th form entrance and exit | <p>M</p> |

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| | | <ul style="list-style-type: none"> Weekly messages to parents stress the need for social distancing at arrival and departure times. 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 | | <ul style="list-style-type: none"> Corridor fire doors & stairwells utilised for student movement and minimised contact Regular website and text messages to update parents & carers | |
| 3.10 Transport | | | | | |
| The use of public and school transport by pupils poses risks in terms of social distancing | H | <ul style="list-style-type: none"> 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. Guidance in place for pupils and parents on how to enter and exit buses whilst complying with social distancing. Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. Hand sanitizers and hand washing available on arrival at school | | <ul style="list-style-type: none"> Links to public transport expectations (Government guidance) have been shared Limiting use of transport by enabling 6th students to use single site Hand washing and sanitation stations at entrance to academy | H |
| 3.11 Staff areas | | | | | |
| The configuration of staff rooms and offices makes compliance with social distancing measures problematic | H | <ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. Hot desking will be stopped, only one member of staff allocated to a desk. WFH will remain in place for staff who can in order to minimise staffing | | <ul style="list-style-type: none"> Staff training outlined importance of not hot-desking | M |
| 3.12 Catering | | | | | |

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| <p>Social distancing is not possible in kitchen/catering areas</p> | <p>H</p> | <ul style="list-style-type: none"> • Reduced menus agreed to manage increased number of lunch breaks • Simple menus developed allowing staff to work at a single workbench • 1 member of staff in small areas e.g. fridges, store rooms at any time • Staff instructed in social distancing • PPE provided if social distancing can not be maintained • Catering staff advised on handwashing a minimum of every 30 minutes and before and after preparing food • Catering staff advised to remain behind the counter during serving | | <ul style="list-style-type: none"> • Catering team reviewing menus to suit additional dining spaces • Additional catering room made available to increase kitchen space and support distancing • Expectations shared with catering team • Staff remain behind counter • Screens to be in place for catering staff | <p>M</p> |
| <p>3.13 Home Visits</p> | | | | | |
| <p>Staff are placed at risk of contracting COVID whilst undertaking home visits</p> | <p>M</p> | <ul style="list-style-type: none"> • Home visits will not be undertaken unless absolutely necessary • Staff will not travel together to undertake a home visit • Visit will be undertaken on doorstep - staff will not enter the home • Social distancing will be maintained throughout - knock on door and step back 2m • All usual control measures for home visits should also be followed | | <ul style="list-style-type: none"> • Limiting all home visits • Staff will use own cars and not together • Social distancing door-step only visits | <p>M</p> |
| <p>4. Continuing enhanced protection for children and staff with underlying health conditions</p> | | | | | |
| <p>4.1 Pupils with underlying health issues</p> | | | | | |
| <p>Pupils with underlying health issues are not identified and so measures have not been put in place to protect them</p> | <p>H</p> | <ul style="list-style-type: none"> • Parents have been provided with clear guidance and this is reinforced on a regular basis. • 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 • 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 • EHCP and risk assessments updated • Schools have a regularly updated register of pupils with underlying health conditions. | | <ul style="list-style-type: none"> • Academy has requested information of all students clinically shielding • Risk assessments in place for students with significant health risks | <p>M</p> |
| <p>4.2 Staff with underlying health issues</p> | | | | | |

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| <p>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</p> | H | <ul style="list-style-type: none"> • 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. • 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. • Individual staff risk assessments undertaken where additional risk factors identified e.g. BAME, male, over 70, pregnant, extremely clinically vulnerable • Current government guidance is being applied. | | <ul style="list-style-type: none"> • Trust questionnaire identified staff at risk • Regular communication with all staff • Risk assessments in place for staff at risk | M |
| 5. Enhancing mental health support for pupils and staff | | | | | |
| 5.1 Mental health concerns – pupils | | | | | |
| <p>Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p> | H | <ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). • Resources/websites to support the mental health of pupils are provided. | | <ul style="list-style-type: none"> • Mental wellbeing champions available • Additional time allocated for safeguarding staff where possible • Mental health support available at all times through staff without timetable restrictions • Mental health signposting • Discussed through resources & tutorials | H |
| <p>Additional safeguarding concerns are identified on children’s return to school</p> | H | <ul style="list-style-type: none"> • All staff will receive safeguarding training as part of the INSET on the first day of term • 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 | | <ul style="list-style-type: none"> • Safeguarding delivered as part of INSET training in September • Additional time allocated for safeguarding staff where possible | H |
| 5.2 Mental health concerns – staff | | | | | |

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| <p>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p> | H | <ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. • Staff are encouraged to use the staff EAP • Weekly staff wellbeing surveys | | <ul style="list-style-type: none"> • Regular staff wellbeing resources shared • Regular line-management contact and support time • EAP regularly shared with all staff | M |
| <p>Working from home can adversely affect mental health</p> | H | <ul style="list-style-type: none"> • Staff working from home have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home. | | <ul style="list-style-type: none"> • All meetings at least weekly • All PPA in place • Regular breaks for all staff throughout the day • Staff working from home would be allocated remote learning responsibilities | M |
| <p>5.3 Bereavement support</p> | | | | | |
| <p>Pupils and staff are grieving because of loss of friends or family</p> | H | <ul style="list-style-type: none"> • The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary. • Bereavement training delivered to over 200 staff during June 2020 | | <ul style="list-style-type: none"> • EAP available to all staff • HR team available to sign-post support | M |
| <p>6. Operational issues</p> | | | | | |
| <p>6.1 Review of fire procedures</p> | | | | | |
| <p>Fire procedures are not appropriate to cover new arrangements</p> | H | <p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> • Bubbles not mixing • Possible absence of fire marshals • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. | | <ul style="list-style-type: none"> • Fire procedures reviewed to include additional muster points based upon zones • Additional muster points supports social distancing • New procedures delivered through INSET and | M |

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| | | <ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. PEEPs reviewed and updated | | sign-posted in each area of the academy | |
| Fire evacuation drills - unable to apply social distancing effectively | H | <ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. | | <ul style="list-style-type: none"> additional muster points to support distancing | H |
| Fire marshals absent due to self-isolation | H | <ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | | <ul style="list-style-type: none"> Principal, Business manager and site team support site sweeping | M |
| 6.2 Contractors working on the school site | | | | | |
| Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | H | <ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) will continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. 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. Contractor risk assessment has been provided prior to works beginning 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. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 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). | | <ul style="list-style-type: none"> Full risk assessment are requested and received in advance of contractors visiting site Contractors will only gain access to site when we are happy with the risk assessment provided Work undertaken will be kept to a minimum | M |
| 7. Finance | | | | | |
| 7.1 Costs of the school's response to COVID-19 | | | | | |

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| <p>The costs of additional measures and enhanced services to address COVID-19 places the school in financial difficulties</p> | <p>M</p> | <p>Prior To Sept</p> <ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified. • Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Net increase in costs approved by Region Exec and CFO <p>Sept Onwards</p> <ul style="list-style-type: none"> • Additional COVID-19 related costs are monitored and options for reducing costs as guidance changes are reviewed. • The school’s projected financial position will be shared regularly with the Board | | <ul style="list-style-type: none"> • Continued regular finance meetings • COVID costings have been identified • FM, BM and Principal to agree actions and offsets. Any net increase to be reported via Regional Exec to CFO for approval. • Monthly Principal meetings to focus on monitoring variances and long term implications of operational and educational response to returning under Covid-19 | <p>M</p> |
| <p>8. Governance</p> | | | | | |
| <p>8.1 Oversight of the governing body</p> | | | | | |
| <p>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p> | <p>H</p> | <ul style="list-style-type: none"> • The Trust Board continues to meet regularly via online platforms. • The agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • 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. • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. • Scheme of Delegation has been reviewed to ensure schools and the Trust can respond appropriately - delegated decisions tracked and reviewed. | | <ul style="list-style-type: none"> • School decisions are shared and signed-off by the Trust board • Weekly meetings with the Chair of the Academy Council | <p>M</p> |
| <p>9. Additional site-specific issues and risks</p> | | | | | |

| Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them | | | | | |
|--|---|---|--|---|---|
| Students sharing equipment | H | <ul style="list-style-type: none"> All students issued with basic equipment such as pens and pencils Reserve & additional equipment such as rules and pencil sharpeners available in all classrooms All whiteboards and pens replenished so that all students have access to personal equipment Students advised of the basic items of equipment they should bring to school each day | | <ul style="list-style-type: none"> Students will be provided with personal equipment packs | M |
| Staff awareness of procedures | H | <ul style="list-style-type: none"> INSET day scheduled for 1st September for all staff All INSET resources will be available after the session via the Deep Learning website A day will be scheduled during the summer break for staff to access the academy in a controlled' rota'd manner to ease anxieties and support planning prior to September | | <ul style="list-style-type: none"> INSET to be delivered to all staff All staff currently shielding will be contacted and invited into the Academy prior to September | M |
| Staff sharing equipment | H | <ul style="list-style-type: none"> Members of SLT will be assigned equipment; radios, gate jackets that will be for sole use and not shared | | <ul style="list-style-type: none"> Equipment will be issued and labelled clearly, cleaning products will be available for all staff | M |
| Loaning of PE kit | H | <ul style="list-style-type: none"> Any loaning of PE kit will be single use and will be laundered before being loaned again Trainers will not be shared due to limited cleaning | | <ul style="list-style-type: none"> Regular laundering in between use | L |
| Loaning of school uniform | H | <ul style="list-style-type: none"> Items of uniform can be loaned on a medium-term basis and stocks are kept onsite Uniform will not be loaned between students without being laundered between use (or set aside for 72 hours e.g. shoes) If uniform is not available, such as shoes; students will be given a sticker for the uniform which states that the senior leadership team are aware and that the matter is being resolved | | <ul style="list-style-type: none"> Regular laundering in between use | L |