

# Outwood Academy Danum 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.

|                          |             |            |           |                            |                            |
|--------------------------|-------------|------------|-----------|----------------------------|----------------------------|
| Assessment conducted by: | Jayne Gaunt | Job title: | Principal | Covered by this assessment | Staff, pupils, contractors |
|--------------------------|-------------|------------|-----------|----------------------------|----------------------------|

|                     |            |                  |             |                      |              |
|---------------------|------------|------------------|-------------|----------------------|--------------|
| Date of assessment: | 12.07.2020 | Review interval: | Half termly | Date of next review: | October 2020 |
|---------------------|------------|------------------|-------------|----------------------|--------------|

| 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> |

## Risk matrix

| Risk rating<br>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  |                                     |   |                    |   |                              |
| Available capacity of the school is reduced when social distancing guidelines are applied   | M                                   | <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> </ul> | Y                  | <ul style="list-style-type: none"> <li>● Room sizes are smaller than average classrooms therefore 20 pull up screens will be utilised when 2m social distancing is not possible for teaching staff in smaller classrooms.</li> <li>● The Executive Team visited the academy on 09/07/2020 and deemed the science/IT/DT rooms safe to use without additional screens.</li> <li>● Room 94a, PE changing rooms and the stage are small rooms with no windows for ventilation. Doors will be kept open to ventilate as much as possible. The stage will have one panel opened to allow air flow. Staggered changing room use when changing for PE will occur and disinfectant spray used between uses.</li> <li>● Workbenches will be removed from the DT practical area and stored in the garage. This will enable the area to be utilised for a classroom without students facing each other.</li> <li>● There will be 6 dining tables in the main hall for dining purposes with screens which will enable one year group to fit in the hall at one time (taking into account 5% absence). During each sitting students will only use one side of the dining tables to allow cleaning of seats from the previous bubble to occur without delaying a further year group's lunch.</li> <li>● Year groups in bubbles with identified areas of school. Each tutor group in years 7 and 8 and set in year 9, 10 and 11 will have a dedicated classroom for most lessons. Teachers will move to students to reduce movement around the academy. Students will follow a one way system when movement to specialist rooms is required.</li> <li>● Staggered break and lunch times for each bubble in place.</li> <li>● A Bridge and EAL support bubble has been created.</li> </ul> | M                            |

|  |   |   |   |  |   |
|--|---|---|---|--|---|
|  |   |   |   | <ul style="list-style-type: none"> <li>● Students will access the reflection room and PLC on a year group rota with cleaning between.</li> <li>● Clinically vulnerable and vulnerable students and staff have been identified and specific risk assessments are in place.</li> <li>● Work for students who cannot attend school will be provided through Heads of Department on Google classroom.</li> <li>● Students will have separate year group areas of the tennis courts and patio to congregate on before school to prevent mixing. Before entering the building students will be asked to line up in tutor groups/ sets to be escorted into the building by their teachers to avoid congestion in corridors and mixing of bubbles.</li> </ul>  |   |
| <b>2 Organisation of teaching spaces</b>                         |   |   |   |  |   |
| <b>Classroom sizes will not allow adequate social distancing</b> | H | <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 secondary schools the year group stays together and does not mix with other pupils.</li> </ul> | Y | <ul style="list-style-type: none"> <li>● More signage to be printed and displayed around the academy, supporting social distancing, catch it kill it bin it, hand washing and one way system.</li> <li>● Students trained in social distancing, handwashing and catch it, kill it bin it on first day in school, regular reminders given, handwashing timetable in place, hand gel used on entry to every classroom.</li> <li>● TV screens around the academy promote the above.</li> <li>● Desks in classrooms will be arranged in lines and facing the front of the classroom. These will need to be very close together due to room sizes. As students are in the same bubbles any infection spread should be limited.</li> <li>● SMART boards will be moved to enable the teacher to walk in the door and straight to the desk rather than having a walkway, which will minimise the student capacity of the class.</li> <li>● The fitness suite, LRC, post 16 art work room and DT practical have been remodelled to become classrooms to provide extra capacity.</li> <li>● Students staying within the year group area except to access specialist lessons. One way system employed to ensure no cross over. The one way system becomes too complicated for students to follow if the Nolan Hall/ Dance studio cannot be used as a walk-through whilst other year group bubbles are on break or lunch so some transitory passing will take place. A walkway will be mapped out on the floor and supervising staff will ensure that students do not stop, mingle or mix with other year groups.</li> </ul> | M |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  |  |  | <ul style="list-style-type: none"><li>• Year group bubbles will be separated in different areas of the academy and movement to specialist classrooms will be minimised where possible. For example, laptops will enable the IT and BTEC subjects to be delivered in other classrooms.</li></ul> |  |
|--|--|--|--|---|--|

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| <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, and 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</p> | <ul style="list-style-type: none"> <li>● Break time and before school protocols in place. Before school students in year 7, 10 and 11 will congregate in the tennis courts in roped off areas for each year group and a walkthrough. Supervision by Learning Managers before school. Year 8 and 9 will have separate sides of the patio. Students will not come into school unless it is wet. Five minutes before lessons start students will be asked to line up in tutor groups for years 7 and 8 and sets for first lesson for years 9, 10 and 11. Teachers will meet students and take them inside to their classroom one at a time to avoid congestion. During wet weather. Students will move immediately to their classrooms and sit down in their seating plans- there are no available holding areas for each year group as an alternative. Teachers who are in school and learning managers will supervise each year group bubble. SLT and Learning Managers will be allocated wet and dry weather duties. The principal will radio to say if it is a wet weather day.</li> <li>● Post 16 students will constitute one bubble. They will assemble in the Post 16 area at the start of each day.</li> <li>● Staggered start and end times are in place. Year 7, 8, 9, post 16 will begin at 8.25am and leave at 2.30pm. Year 10 and 11 will start at 8.45am and end at 2.50pm and it is hoped will remain for enrichment until 3.30pm.</li> <li>● There are staggered year group break and lunch times.</li> <li>● One way system created by MGR, this will be shared with staff and students. This will be reinforced by staff and signage and TV screens around the academy.</li> <li>● We have 33 dining tables which would normally seat 12 students on each table. So we will be using 27 dining tables to seat 6 students, facing one way. Then 6 dining tables will have a screen fitted down the middle to allow 12 students to sit on the table. Giving us a capacity of 234. Which allows us to seat our largest year group of 241 (with the expectation to have some absences).</li> <li>● Colour system to be implemented for the dining tables to minimise the cleaning requirement between sittings.</li> <li>● LRC will become a classroom.</li> <li>● The gym will house a maximum of 45 students</li> <li>● PE changing rooms are small. Half teaching groups will change at a time and disinfectant spray will be used between groups. Windows and doors will be opened for ventilation (modesty screens prevent others looking in).</li> </ul> | <p>L</p> |
|--|----------|--|----------|--|----------|

| 1.3 Availability of staff and class sizes  |   |  |   |   |   |
|--|---|--|---|---|---|
| <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> |   | <ul style="list-style-type: none"> <li>New health questionnaire to be sent to all staff to identify their availability for September. Health questionnaires on a weekly basis sent out from the Trust.</li> <li>Individual risk assessments in place for any staff member who has underlying health conditions, to identify and mitigate the risks.</li> <li>Online learning will be taught by those staff who have been informed by medical practitioners that they must work from home. No staff yet identified as not being able to work - CPD given on online platforms for learning</li> <li>Pastoral staff supporting learning. Learning Managers working with students in their bubble areas</li> <li>TAs deployed to Bridge, PLC and other learning zones to support specific students and support behaviour management during lesson changeovers as teachers move between classrooms.</li> <li>The academy is fully staffed for September. Good relations exist with teaching agencies to supply staff if a teacher cannot be in school. The Trust has slightly overstaffed for September 2020 to ensure sufficient capacity where there may be longer term health issues preventing a return to work in September.</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>  | Y | <ul style="list-style-type: none"> <li>The school day will be altered for year 10 and 11 students. Those taking tutor time at the end of the day will have later start times to work and this will not impact upon directed time calculations.</li> <li>Two weekly timetable will be deployed. A buddy system will ensure that teachers receive a lunch where the lunch pattern may not provide a timetabled lunch naturally. Staff consulted on this where it affects them.</li> </ul>   | L |
| <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> <li>Staff managing attendance policy and absence policies to be followed from September</li> </ul>   | Y | <ul style="list-style-type: none"> <li>Staff advised about holidays</li> <li>Staff attendance policy in place</li> </ul>  | L |

| 4 The school day  |          |  |          |   |          |
|---|----------|--|----------|---|----------|
| <p><b>The start and end of the school day create risks of breaching social distancing guidelines</b></p>            | <p>H</p> | <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 cannot be put in place to protect bubbles.</li> </ul> | <p>Y</p> | <ul style="list-style-type: none"> <li>● Staggered start and end times and break and lunch times for all year group bubbles.</li> <li>● One way system identified for school</li> <li>● All entrances and exits utilised with organisation of year groups before entry organised to ensure orderly ingress/egress.</li> <li>● Year 10 and 11, slightly later start/end time to reduce cross over of bubbles</li> <li>● Extra-curricular clubs will be used to support relevant distancing by utilising year specific clubs/days. Finish time 3.20pm</li> <li>● Inset day for staff to ensure all know new system, including lining up outside and teachers taking students to classrooms</li> <li>● Students briefed on all new systems on first day in school by tutors</li> </ul> | <p>M</p> |
| <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</p> | <ul style="list-style-type: none"> <li>● Free breakfast to be provided during lesson 2 break. Flapjack and water available to students at risk of not having eaten via Learning Managers as they are on duty</li> <li>● Enrichment In year groups</li> <li>● Externally provided wrap around care on school site provide their risk assessment and control measures that comply with government guidance</li> </ul>   | <p>L</p> |
| 5 Planning movement around the school   |          |  |          |   |          |

|  |          |   |          |   |          |
|--|----------|---|----------|---|----------|
| <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> </ul> | <p>Y</p> | <ul style="list-style-type: none"> <li>● One way system in place</li> <li>● Movement minimised as teachers move and mostly students remain in the same classroom, only travelling to specialist music, drama, DT and PE rooms</li> <li>● Double lessons in place for some subjects to prevent lots of movement</li> <li>● Social distancing briefings to students on a regular basis and signs in place across the academy</li> <li>● 2m space lines are on all corridors</li> <li>● TAs allocated to students who find social distancing difficult to adhere to</li> <li>● Staggered break and lunchtimes prevent bubbles using the same space</li> <li>● Outdoor tables will be taped up to prevent students from using different bubbles without cleaning. Wooden furniture would be difficult to clean</li> </ul> | <p>M</p> |
| <p><b>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> | <p>H</p> | <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 reordered to focus on learning priorities for the phase of education if it can't all be caught up</li> </ul>  | <p>Y</p> | <ul style="list-style-type: none"> <li>● Each department has a catch-up action plan that has been quality assured</li> <li>● Planning in place for interventions in PLC and also for Y7/8 catch up in numeracy and literacy</li> <li>● Staff trained on 4i system on INSET day and specific intervention in place</li> <li>● Year 11 students received intervention in English and maths in tutor time at the end of the day and encouraged to stay to enrichment until 3.30pm, 4 days per week to</li> </ul>   | <p>M</p> |

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> </ul>   |   | <p>increase catch up time in these essential GCSE subjects. This will provide 2 hours of extra teaching in English and maths</p> <ul style="list-style-type: none"> <li>Year 10 students will receive intervention in option subjects in tutor time at the end of the day and encouraged to stay to enrichment until 3.30pm, 4 days per week to increase catch up time in these subjects. This will provide 2 hours of extra teaching</li> <li>Subject directors and HODs rewriting schemes of work to support students to fill in gaps in their learning</li> </ul>  |   |
| <b>Library book sharing risks virus infection</b>   | 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 | <ul style="list-style-type: none"> <li>Small library space for book exchange only. Books to be quarantined for 72 hours before being put back on shelves</li> <li>A timetable will be developed to exchange books for accelerated reader in small groups</li> <li>The LRC is closed and will be used as a classroom</li> </ul>  | L |
| <b>Practical music lessons spread virus through spittle and touch</b>                       | 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 | <ul style="list-style-type: none"> <li>Music teachers and HOD informed music lessons to be theory and touch instruments that can be easily cleaned only. Antibacterial wipes to be used at start of lesson and at end to clean instrument</li> <li>Peripatetic music lessons to teach students online with the child using an instrument solely used by them</li> </ul>   | L |
| <b>1.7 Staff workspaces</b>   |   |  |   |   |   |
| <b>Staff rooms and offices do not allow for observation of social distancing guidelines</b> | 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> <li>Communal equipment removed or measures in place to disinfect between use.</li> </ul> | y | <ul style="list-style-type: none"> <li>All soft furnishings removed from the staff room and replaced with socially distanced staff work areas as staff will be unable to use a classroom to mark work or plan lessons.</li> <li>Eating area for staff created in the balcony area. Seats are covered in plastic and are therefore easily sanitised. There is sufficient space for staff to socially distance. Posters will be in place.</li> <li>Both the staff room and balcony to have antibacterial spray, wipes, paper towels, hand gel</li> <li>Staff asked to sanitise work areas on arrival and departure</li> </ul> | M |

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|   |   |  |   | <ul style="list-style-type: none"> <li>● Increased cleaning in staff room and balcony</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>   | Y | <ul style="list-style-type: none"> <li>● Staff recruitment taking place with social distancing and increased cleaning and hygiene</li> <li>● School calendar does not currently include social after school events</li> <li>● Time table completed, shape of day agreed with Paul Sorby</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> <li>● Additional transition activity has taken place for students with identified SEND</li> </ul> | Y | <ul style="list-style-type: none"> <li>● Contact with all Y7 parents via phone for conversation - underway</li> <li>● Transition -virtual tours, transition website, and transition packs issued, transition lessons. Calls to all Y7 parents. Transition letter to all parents and plan for the first day back.</li> <li>● Enhanced transition for SEND/Vulnerable students will take place. EHCPs and IHPs reviewed.</li> <li>● Primary school model, students in one classroom. Staff will move to them.</li> <li>● Virtual transition experiences provided</li> </ul> | M |

|  |   |   |   |  |   |
|--|---|---|---|--|---|
|  |   | <ul style="list-style-type: none"> <li>New pupils will have enhanced induction in the first weeks of the September term</li> </ul>  |   |  |   |
| <b>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>Weekly meetings ensure the Chair of Academy Council is briefed regularly on the latest government guidance and its implications for the school.</li> <li>Updated policies in place</li> <li>Staff updated in weekly briefings</li> <li>Letter home to parents outlining key messages before start of term</li> <li>Facebook and Twitter used to update parents of important messages</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 | <ul style="list-style-type: none"> <li>All policies available</li> <li>INSET day training for staff</li> <li>Training for students first day in school with regular updates</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> | H | <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>   | Y | <ul style="list-style-type: none"> <li>● Staff Weekly briefings, INSET training</li> <li>● Weekly meeting with Chair of Academy Council</li> <li>● Principal attends LA weekly Cluster Leadership Meetings</li> <li>● Weekly Facebook updates to commence in September</li> <li>● Letter outlining key changes to parents W/C 13th July</li> </ul>  | M |
| <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>  | H | <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:</li> <li>● Infection control</li> <li>● Fire safety and evacuation procedures</li> <li>● Constructive behaviour management</li> <li>● Safeguarding</li> <li>● Risk management</li> </ul> | Y | <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 Infection control, Fire safety and evacuation procedures, Constructive behaviour management, Safeguarding, Risk management</li> </ul> | M |
| <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>   | H | <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>  | Y | <ul style="list-style-type: none"> <li>● LEV,JGA,DGY,KFI,SAS,JSE,AKE - all level 3 DSL trained with at least 2 years left on the duration of certificates.</li> <li>● DGY to deliver safeguarding update training on INSET day for all staff.</li> </ul>  | M |
| <p><b>New staff are not aware of policies and procedures prior to starting at the school when it reopens</b></p>                             | H | <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>  | Y | <ul style="list-style-type: none"> <li>● Induction completed for new starters. Additional training will be available in September every Thursday for all new staff. Lead role for organisation and delivery appointed to HOD on NPQSL</li> </ul>  | L |
| <p><b>Staff do not receive ongoing CPD leading to retention issues</b></p>   | M | <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> </ul>   | Y | <ul style="list-style-type: none"> <li>● L&amp;P schedule developed, delivered through Google Meet and recorded and shared</li> <li>● Tutorials have been ongoing - including FLICK learning</li> <li>● CPD through OIE continuing</li> </ul>   | L |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
|   |   | <ul style="list-style-type: none"> <li>Flick online learning will support with statutory, mandatory and additional training</li> </ul>   |   |  |   |
| <b>1.13 Free school meals</b>   |   |  |   |  |   |
| <b>Reduced food offers are available due to kitchen and dining capacity</b>   | H | <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>  | Y | <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> </ul>   | L |
| <b>1.14 Risk assessments</b>  |   |  |   |  |   |
| <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>                    | H | <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> | Y | <ul style="list-style-type: none"> <li>Staff, students, parents, visitors, contractors made aware of contents of risk assessment</li> <li>Support for EHCP students is in place, TAs have been allocated and briefed on requirements to socially distance whilst offering support</li> <li>Vulnerable staff have risk assessments in place</li> <li>Remote MAPA training has been arranged</li> <li>Strategies in place to collect students from outside areas to reduce risk of students and staff not being able to socially distance due to narrow corridors</li> </ul> | M |
| <b>1.15 School transport</b>  |   |  |   |  |   |
| <b>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</b> | M | <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> </ul>  | Y | <ul style="list-style-type: none"> <li>Meetings have taken place with the LA to outline the number of children we believe catch buses and the areas they travel from/ to</li> <li>Survey published to parents to complete</li> <li>LA looking to see if the academy can receive a grant for an additional bike rack</li> <li>Letter to parent emphasises that students should walk/ cycle wherever possible</li> </ul>   | L |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>start and departure times</b>  |   | <ul style="list-style-type: none"> <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> |   | <ul style="list-style-type: none"> <li>● Students trained on social distancing, PPE, handwashing, use of sanitiser and ‘catch it, kill it, bin it’</li> <li>● Students escorted off site by teachers at the end of the school day</li> <li>● New toilets constructed over summer holidays</li> <li>● Hand washing facilities built at all entrances/ exits</li> </ul>   |   |
| <b>If any students use home/school dedicated buses: Social distancing is not adhered to and bubbles mix</b> | M | <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>                       | N | <ul style="list-style-type: none"> <li>● There are currently no school buses. In meetings with the LA providing some dedicated transport has been discussed with methods of managing bubbles. As yet provision has not been resolved</li> <li>● All students who catch buses are informed how to safely dispose of masks and to wash hands/ use sanitiser on entry to school buildings.</li> <li>● Students escorted out of the building at the end of the day by teaching staff who check corridors are clear before leading their students out</li> </ul> | M |

|  |   |   |   |  |   |
|--|---|---|---|--|---|
| <p><b>If any children use home school taxis and escorted home/school transport:<br/>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>  | Y | <ul style="list-style-type: none"> <li>● Parents have been requested to transport students where possible</li> <li>● The LA are currently writing a risk assessment for transport using taxis</li> <li>● Liaison with local authority to understand the control measures in place and risk assessments has taken place</li> <li>● Children are seated apart as far as possible from other children and adults</li> <li>● Hand washing/sanitising on boarding and disembarking is taking place</li> <li>● Face coverings to be used if appropriate</li> </ul> | M |
| <b>1.16 Multi-site working</b>   |   |   |   |  |   |
| <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> | Y | <ul style="list-style-type: none"> <li>● Post 16 students not working across sites. Remote learning to be put in place</li> <li>● Directors/ executive principals work across multiple sites. Control measures in place for staff working across 2 or more sites eg social distancing, google meets rather than travelling if possible, hand washing</li> </ul>  | M |
| <b>1.17 Attendance and Punctuality</b>   |   |   |   |  |   |
| <p><b>Children do not attend school consistently as habits and social norms have changed</b></p>   | M | <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>  | Y | <ul style="list-style-type: none"> <li>● PR campaign being developed</li> <li>● Attendance for each absence chased daily</li> <li>● Fines put in place</li> </ul>  | M |
| <b>1.18 Alternative Provision</b>  |   |   |   |  |   |

|   |          |  |          |   |          |
|---|----------|--|----------|---|----------|
| <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</p> | <ul style="list-style-type: none"> <li>● Risk assessments in place for St Wilfrid's and copy held by OAD HR office.</li> <li>● No students on part time provision.</li> <li>● Students will only attend AP or placement on extended placements</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</p> | <ul style="list-style-type: none"> <li>● Meeting held with cleaning contractors to agree cleaning schedule taking place during the summer holidays-JBI</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 to be shared to ensure the classrooms are cleaned when free</li> </ul> | <p>M</p> |
| <p><b>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> | <p>H</p> | <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> </ul>  | <p>Y</p> | <ul style="list-style-type: none"> <li>● Hand washing stations are being built at all entrances/ exits</li> <li>● Hand sanitiser is available in all classrooms and in hallways and high traffic areas</li> <li>● Two new toilet areas being built over the summer holidays</li> </ul>  | <p>M</p> |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  |   | <ul style="list-style-type: none"> <li>Additional external wash basins have been provided at key points around the school.</li> </ul>   |   |   |   |
| <b>Pupils forget to wash their hands regularly and frequently</b>                      | 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 | <ul style="list-style-type: none"> <li>Hand washing breaks timetabled into student day</li> <li>Messages around school (posters/ screens) remind students to hand wash</li> <li>SLT check that handwashing is taking place</li> </ul> | M |
| <b>2.3 Clothing/fabric</b>   |   |   |   |   |   |
| <b>Not wearing clean clothes each day may increase the risk of the virus spreading</b> | 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 | <ul style="list-style-type: none"> <li>Parents informed of uniform requirements</li> <li>Trutex order completed for additional uniform stock</li> <li>Catering staff provided with uniform</li> </ul>                                 | M |
| <b>The use of fabric chairs may increase the risk of the virus spreading</b>           | 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 | <ul style="list-style-type: none"> <li>Fabric chairs are single person use. Communal areas have had fabric chairs removed</li> </ul>  | L |
| <b>4 Testing and managing symptoms</b>   |   |   |   |   |   |

|  |          |   |          |   |          |
|--|----------|---|----------|---|----------|
| <p><b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b></p>                                 | <p>H</p> | <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> <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>  | <p>Y</p> | <ul style="list-style-type: none"> <li>● INSET- to include training on test and trace</li> <li>● Guidance on being tested for Covid shared with staff in briefings and on INSET day</li> <li>● we will take advice from local PHE regarding local data and spikes and work with HTP</li> </ul>  | <p>M</p> |
| <p><b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b></p>               | <p>H</p> | <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> | <p>Y</p> | <ul style="list-style-type: none"> <li>● Database in place to record incidence</li> <li>● Students/ staff displaying symptoms will be taken to the medical room which will be ventilated until it can be arranged for them to leave. Dedicated bathroom.</li> <li>● Students who are unwell (any symptoms) will be sent home</li> <li>● Parents informed what to do if their child or anyone in the household displays symptoms</li> <li>● The LA HPT/ PHE contact number is known in school by the SLT</li> <li>● Government advice for contact levels known by SLT</li> <li>● we will take advice from local PHE regarding local data and spikes and work with HTP</li> </ul> | <p>M</p> |
| <p><b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone</b></p> | <p>H</p> | <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> </ul>  | <p>Y</p> | <ul style="list-style-type: none"> <li>● The Principal has communicated with parents steps to take if they or their children or other family member show symptoms</li> <li>● Staff have also been informed this will be shared again on First day back/ INSET</li> <li>● Updates will be briefed to staff ASAP and a letter written to parents and shared on the school website</li> </ul>  | <p>M</p> |

|   |   |   |   |  |   |
|---|---|---|---|--|---|
| display symptoms of COVID-19  |   | <ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>   |   |  |   |
| Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school | 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 | <ul style="list-style-type: none"> <li>The Principal has communicated with parents steps that will be taken if their child shows symptoms in school</li> <li>Staff have also been informed this will be shared again on First day back/ INSET</li> <li>Updates will be briefed to staff ASAP and a letter written to parents and shared on the school website</li> </ul>     | M |
| <b>2.5 First Aid/Designated Safeguarding Leads</b>  |   |   |   |  |   |
| 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"> <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>  | Y | <ul style="list-style-type: none"> <li>First aid rota in place</li> <li>A list of those to be trained has been developed</li> <li>PPE is available to first aiders</li> </ul>  | M |
| <b>6 Medical rooms</b>  |   |   |   |  |   |
| Medical rooms are not adequately equipped or configured to maintain infection control   | 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>   | Y | <ul style="list-style-type: none"> <li>The 121 room on the English corridor, with windows open, will be used if someone has suspected Covid symptoms,</li> <li>The first aider will remain at the doorway wearing PPE</li> <li>The room will be deep cleaned each day</li> <li>The disabled toilet in the technology area will be used and deep cleaned after use</li> </ul> | M |
| <b>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>  | Y | <ul style="list-style-type: none"> <li>Communication occurs in a weekly briefing. Parents sent text- letter on the school website</li> <li>Facebook and Twitter promoted and contain key messages</li> </ul>   | M |
| <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>   |   | <ul style="list-style-type: none"> <li>Communication occurs in a weekly briefing. Parents sent text- letter on the school website</li> <li>Facebook and Twitter promoted and contain key messages</li> </ul>   | M |
| <b>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 carefully to reduce contamination and also how to dispose of them safely.</li> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing.</li> </ul> | Y | <ul style="list-style-type: none"> <li>PPE video has been shown to all existing staff on return to school INSET</li> <li>Guidance and use of PPE to be incorporated into Inset day in September</li> <li>First aiders and those giving intimate care to be trained for specific requirements by VP Deep Support</li> <li>Staff all aware that wearing gloves is only suitable with an individual student and hands must be washed after supporting a student who is ill</li> </ul> | M |
| <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>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>   | Y | <ul style="list-style-type: none"> <li>Additional requirements identified</li> <li>Capital has been agreed for 6 screens to separate tables to allow 12 students to sit at these tables</li> <li>Students to sit on one side of the tables for each bubble allowing lunchtime supervisors to clean alternating sides during each lunch using disinfectant</li> </ul>   | M |
| <b>2.10 Finance</b>  |   |  |   |  |   |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| Cash brought into the academy spreads the virus through handling                      | 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>  | Y | <ul style="list-style-type: none"> <li>● Cashless catering in place</li> <li>● We are a cashless school</li> </ul>   | L |
| <b>2.11 Gifts</b>   |   |  |   |  |   |
| Children bring gifts for the end of term that spread the virus                        | 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>   |   | <ul style="list-style-type: none"> <li>● There are not many gifts brought into the academy. This is included to be briefed to staff on INSET day and will be included in a letter to parents</li> </ul>  | L |
| <b>3. Maximising social distancing measures</b>                                       |   |  |   |  |   |
| <b>3.1 Pupil behaviour</b>  |   |  |   |  |   |
| Pupils' behaviour on return to school does not comply with social distancing guidance | H | <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</li> </ul> |   | <ul style="list-style-type: none"> <li>● Thorough communications plan with students around social distancing wherever possible through briefings, posters, Facebook, Twitter, screens</li> <li>● Staff advised on INSET to social distance. Screens in classrooms where students will be too close to the teacher. Some rooms the teacher will need to teach from their desk</li> <li>● Before school year groups separated. Students line up in tutor group/ sets and are escorted to classrooms by lesson 1 teachers.</li> <li>● Movement restricted for students</li> <li>● Staggered break and lunch times</li> <li>● Post 16 lunch in the Post 16 area- food delivered</li> <li>● The reflection room will operate one day for each year group with deep cleaning each day</li> <li>● Letter home to parents includes social distancing</li> <li>● Social distancing markers are on all corridors and entrances to school</li> <li>● Behaviour policy. Matrix rooms will be consistent with students remaining in bubbles</li> <li>● Students who fail matrix will refer students to SLT and Learning Managers and will stay with them until the end of the lesson</li> </ul> | M |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | KS1 the bubble is designed to protect children that are too young to social distance. |  |  |  |
|--|--|---|--|--|--|

**3.2 Classrooms and teaching spaces**

|  |   |  |   |  |   |
|--|---|--|---|--|---|
| <b>The size and configuration of classrooms and teaching spaces does not support government guidance</b> | H | <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> | Y | <ul style="list-style-type: none"> <li>● Almost all classrooms do not allow social distancing. Furniture has been removed. Desks will be placed facing forwards in rows</li> <li>● Cleaning equipment and hand sanitiser is available in all rooms. Shared equipment is all washed and sanitised between uses</li> <li>● Soft furnishings are all removed</li> <li>● Teachers will lead students into classrooms in single file at the start of the school day and out of classrooms at the end of the school day</li> </ul> | M |
|--|---|--|---|--|---|

**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> </ul> | <p>Y</p> | <ul style="list-style-type: none"> <li>● One way system in place (except for the first two weeks whilst building works are taking place. There will be some movement around through the Nolan Hall lessons 2, 3 and 4 whilst break and lunch of other bubbles are taking place. Lines will be marked on the floor showing a walk way for students using the area as a walkway to stay within. Other students will be asked to avoid this pathway after collecting their food</li> <li>● Social distancing floor markers and posters an messages are prevalent around the academy</li> <li>● Students will remain in one classroom as much as possible with little movement. Staff will move to students with the exception of specialist rooms</li> <li>● In the first two weeks where the one way system cannot be used, break and lunch will need to take place in classrooms for alternate breaks/ lunches to prevent too many students moving at the same time as the one way system cannot be in place.</li> <li>● Appropriate supervision levels are in place.</li> <li>● Accessible routes have been planned where necessary.</li> </ul> | <p>M</p> |
| <p><b>3.4 Break times</b></p>   |          |   |          |   |          |
| <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> </ul>   | <p>Y</p> | <ul style="list-style-type: none"> <li>● Break and lunch times are staggered</li> <li>● Before school the patio is separated into areas for year 8 and 9, the tennis courts are separated into areas for years 7, 10 and 11</li> <li>● Staff on duty asked to remind students about social distancing, especially from other tutor groups/ sets</li> <li>● Social distancing signage prominent around the site</li> <li>● Supervision will be as high as possible with all available staff mobilised</li> </ul>   | <p>M</p> |
| <p><b>3.5 Lunch times</b></p>   |          |   |          |   |          |
| <p><b>Pupils may not observe social distancing at lunch times</b></p>                   | <p>H</p> | <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> </ul>   | <p>Y</p> | <ul style="list-style-type: none"> <li>● Students will be reminded by those on duty about social distancing</li> </ul>  | <p>M</p> |

|   |   |   |   |  |   |
|---|---|---|---|--|---|
|   |   | <ul style="list-style-type: none"> <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>● PIN and biometric either disinfected between each use</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> </ul> |   | <ul style="list-style-type: none"> <li>● Students will be escorted to toilet areas to wash hands before eating, as a minimum hand sanitiser will be used</li> <li>● Seating arrangements in the dining hall mean that students will face in one direction for each sitting. This will alternate to allow cleaning of seats between sittings. To accommodate the largest year group, 6 tables will be supplied with screens across the table to allow students to be facing each other. These seats will be cleaned immediately as they are vacated to be ready for the next sitting.</li> <li>● Floor markings are in place to enable social distancing</li> <li>● PIN machines disinfected between use by catering staff</li> <li>● Revel machine taped off and out of use</li> <li>● Water fountains will be supervised by SID to allow refilling of water bottles. Students are not allowed to drink directly from the fountain.</li> <li>● Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces as necessary.</li> <li>● Letter to parent includes guidance on packed lunches (e.g. the use of disposable bags instead of lunch boxes). Students briefed on first day in school</li> <li>● Cleaning regime in place for tables as they are used</li> <li>● Additional lunch time supervisor hours in place to cover extended lunch time.</li> </ul> |   |
| <b>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> </ul>   | Y | <ul style="list-style-type: none"> <li>● Students to queue for toilets on the ram and down the 70s corridor</li> <li>● Floor markings are in place on corridors to ensure social distancing</li> <li>● Students are aware but will be reminded that toilets can only be used one at a time. Presence around the girls toilets will ensure this is the case.</li> <li>● Frequent cleaning of toilets will occur at the end of each lesson/ break/ lunch</li> <li>● SID receptionist and cleaners will check soap and paper towel levels every hour</li> <li>● Scheduled handwashing/ toilet breaks will take place</li> <li>● Bins are emptied every 2 hours on a rota in classrooms and after each sitting in the dining hall</li> </ul>   | M |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  |   | <ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>   |   | <ul style="list-style-type: none"> <li>Tutor time has weekly reminder on how to wash hands effectively</li> </ul>   |   |
| <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>   | Y | <ul style="list-style-type: none"> <li>The medical room will be well ventilated with windows open. PPE equipment will be available</li> <li>Additional 121 room allocated for anyone displaying COVID- 19 symptoms before collection can occur</li> <li>Rooms will be deep cleaned daily as will toilets</li> <li>Social distancing points are marked out in both rooms</li> </ul>  | M |
| <b>3.8 Reception area</b>  |   |   |   |   |   |
| <b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b> | H | <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> </ul> | Y | <ul style="list-style-type: none"> <li>Reception screens are in place as is signage</li> <li>Reception staff are signing in visitors and pens are not shared. Visitors will be kept to a minimum</li> <li>Meeting room at front of school to have 2 exam desks socially distanced for 121 meetings with parents- other furniture removed. Learning Managers advised that all meetings need to take place over the phone</li> <li>Non-essential visitors advised not to come to school, signs are up on gates and entrance stating this</li> <li>Visitors asked to socially distance, markings support this. One visitor in reception at a time</li> <li>Google sheet visitor signing in book available signed by receptionist.</li> </ul> | M |

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|   |   | <ul style="list-style-type: none"> <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> </ul>   |   |   |   |
| <b>9 Arrival and departure from school</b>  |   |  |   |   |   |
| <b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</b> | H | <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> | Y | <ul style="list-style-type: none"> <li>● Staggered starts and ends to the day, entrances and exits fully utilised. Social distancing markings in place and students instructed to follow their teacher in single file into and out of school</li> <li>● Messages on social distancing available on posters, social media, letters home, markings on floor</li> <li>● Face to face Communications with parents to be avoided - all inclusion team updated on preferred methods for communicating with parents. 7th July 2020.</li> </ul>   | M |
| <b>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 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>   |   | <ul style="list-style-type: none"> <li>● Letter home includes details on maintaining social distancing and control measures when using public transport –JGA</li> <li>● Students travelling by bus advised on appropriate safety control measures- masks, social distancing where possible, keeping in year group bubbles</li> <li>● Discussions have taken place with DMBC and SYPT concerning student movement on public transport</li> <li>● SLT offer hand sanitiser to all students coming through the school gates</li> <li>● Outdoor sinks available at all entrances</li> </ul> | M |

| 3.11 Staff areas  |   |  |   |  |   |
|---|---|--|---|--|---|
| <p><b>The configuration of staff rooms and offices makes compliance with social distancing measures problematic</b></p> | 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> </ul>   | Y | <ul style="list-style-type: none"> <li>● Some staff to work from home (eg. finance staff)</li> <li>● Offices allocated to support staff. Limited numbers in each office to allow social distancing.</li> <li>● Staff eating area on the balcony to be provided</li> <li>● Teacher work area in the staff room with socially distanced desks to be created. Soft furnishings removed</li> <li>● Teaching staff will need to hot desk. Paper towel, disinfectant spray and sanitiser are available. Staff instructed to clean the desk and keyboard before and after use.</li> </ul> | M |
| 3.12 Catering   |   |  |   |  |   |
| <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 cannot 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> | Y | <ul style="list-style-type: none"> <li>● Catering staff informed of all measures</li> <li>● Menus adjusted</li> <li>● PPE available</li> </ul>   | M |
| 3.13 Home Visits  |   |  |   |  |   |
| <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> </ul>   | Y | <ul style="list-style-type: none"> <li>● Attendance team updated on procedures for home visits 7th July 2020</li> </ul>  | M |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
|   |   | <ul style="list-style-type: none"> <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>   |   |  |   |
| <b>4. Continuing enhanced protection for children and staff with underlying health conditions</b>   |   |  |   |  |   |
| <b>4.1 Pupils with underlying health issues</b>   |   |  |   |  |   |
| <b>Pupils with underlying health issues are not identified and so measures have not been put in place to protect them</b>                           | 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> | Y | <ul style="list-style-type: none"> <li>• All students with underlying health conditions have been identified and IHPs updated as well as risk assessments produced in agreement with parents.</li> <li>• Register of students with underlying health conditions has been updated and will continue to be updated when students return to the academy.</li> <li>• EHCPs amended and updated where necessary following scheduled reviews.</li> </ul> | M |
| <b>4.2 Staff with underlying health issues</b>  |   |  |   |  |   |
| <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> | 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> </ul>                       | Y | <ul style="list-style-type: none"> <li>• All members of staff with underlying health issues contacted, risk assessments completed</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>• Current government guidance is being applied.</li> </ul>   | M |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>   |   |   |   |
| <b>5. Enhancing mental health support for pupils and staff</b>  |   |   |   |   |   |
| <b>5.1 Mental health concerns – pupils</b>  |   |   |   |   |   |
| <b>Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>      | H | <ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <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> | Y | <ul style="list-style-type: none"> <li>Three staff Mental Health England First Trained (DGY, KFI and JSO) All TAs, Learning Managers, TAs and bridge/PLC managers have received mental health awareness training.</li> <li>Updates and signposting to services via website and social media.</li> </ul> | M |
| <b>Additional safeguarding concerns are identified on children’s return to school</b>   | H | <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>  | Y | <ul style="list-style-type: none"> <li>Safeguarding update training planned for INSET day in September with briefings at least once per half term at L and P</li> <li>All safeguarding and welfare concerns will be dealt with promptly</li> <li>New safeguarding officer role in place</li> </ul>      | M |
| <b>2 Mental health concerns – staff</b>   |   |   |   |   |   |
| <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> | H | <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> </ul>   | Y | <ul style="list-style-type: none"> <li>Staff Google classroom shares health and wellbeing support</li> <li>Weekly Staff briefing and HODS meetings have mental wellbeing messages</li> <li>Staff contacted regularly to ensure they are coping well</li> <li>Weekly surveys in place</li> </ul>         | M |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   |   | <ul style="list-style-type: none"> <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> <li>● Weekly staff wellbeing surveys</li> </ul>  |   | <ul style="list-style-type: none"> <li>● Staff aware of wellbeing resources and support</li> </ul>  |   |
| <b>Working from home can adversely affect mental health</b>               | 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> | Y | <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 at home support remote learning</li> </ul> | M |
| <b>3 Bereavement support</b>  |   |   |   |   |   |
| <b>Pupils and staff are grieving because of loss of friends or family</b> | 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>   | Y | <ul style="list-style-type: none"> <li>● Team of staff from the inclusion team trained in bereavement counselling and support</li> <li>● Inclusion coordinator and VP DS have access to outside bereavement counselling services and can refer students to these when needed.</li> </ul>  | M |
| <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 | <p>Fire procedures have been reviewed and revised where required, due to:</p> <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> </ul>  | Y | <ul style="list-style-type: none"> <li>● Two muster points are already used. Students line up by classroom number and are therefore in bubbles</li> <li>● No need to alter existing fire procedures (once building work is completed-see 6.2)</li> </ul>  | M |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  |   | <ul style="list-style-type: none"> <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>  |   |   |   |
| <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>● Fire drills take place for different year groups one at a time to allow students to practice fire evacuations without bubbles mixing</li> <li>● Students Briefed on fire procedures on first day in September and evacuation routes</li> <li>● Staff trained on fire evacuation routes at INSET</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>● All staff to check rooms are empty as they leave the building</li> </ul>   | M |
| <b>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>Building work is taking place week 1 and possibly week 2 of the autumn term. There will be disruption to the one way system, Post 16 area and corridors from 156 to 155 and LRC staircase will be cordoned off upstairs, post 16 area room 58, English base and 55 downstairs will be cordoned off.</p> | H | <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> </ul> |   | <ul style="list-style-type: none"> <li>● Minimal student movement- reduced movement to specialised rooms and use of the external quad for movement</li> <li>● Fire plan and fire evacuation procedures do not need to be temporarily amended as screens around the work area are made of plastic film to allow them to be broken if necessary</li> <li>● Support staff, TAs and Learning manager support in lessons where teachers are travelling longer distances to support behaviour management</li> <li>● Students kept in one room for most lessons to reduce movement</li> <li>● Teachers escort students to lunch/ break from their lessons and from lunch / break to ensure movement is single file and occurs quickly</li> </ul> | M |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <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> |  |  |  |
|--|--|--|--|--|--|

**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> | M | <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> |  | <ul style="list-style-type: none"> <li>Capital expenditure agreed on the following to ensure DfE guidelines can be adhered to as much as is possible: (Additional information can be given should it be required). These will ensure there are sufficient teaching areas to use with minimal movement of students and reduced opportunities for mixing of bubbles</li> </ul> |  |
|--|---|--|--|--|--|

**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> |  | <ul style="list-style-type: none"> <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 via a weekly google meeting.</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>Small classrooms. Students sat very close together and there is not sufficient room for teachers to social distance from students</b></p> <p><b>Not enough room for TAs in lessons</b></p> <p><b>Corridors are very narrow</b></p> | <p>H</p> | <ul style="list-style-type: none"> <li>● Student desks in lines with as much distance as possible between them</li> <li>● Teachers behind screens where social distancing is not possible</li> <li>● TAs intervention in bubble classrooms when the rest of their bubble go to specialist rooms or to be part of the Bridge/ PLC/ EAL bubble</li> <li>● One way system employed</li> </ul> |  | <ul style="list-style-type: none"> <li>● Student desks in lines with as much distance as possible between them</li> <li>● Teachers behind screens where social distancing is not possible</li> <li>● TA intervention in bubble classrooms when the rest of their bubble go to specialist rooms or to be part of the Bridge/ PLC/ EAL bubble</li> <li>● One way system in place. Students escorted into school and out of school by teachers at the start and end of the day. Students to walk in single file along corridors.</li> </ul> | <p>M</p> |
|--|----------|--|--|--|----------|

|  |          |  |  |  |  |
|--|----------|--|--|--|--|
| <p><b>Reduced supervision as teachers leave classrooms to move to their next lesson leaving students in the classroom</b></p>          | <p>H</p> | <ul style="list-style-type: none"> <li>● Lack of supervision between lessons may result in poor behaviours in classrooms potentially leading to bullying and other less than desirable occurrences such as fights</li> <li>● Students may leave classrooms and move around the academy into other year group bubbles increasing the possible likelihood of virus spreading</li> <li>● Students may see the classroom as ‘their space’ making classroom management more difficult and making it harder for teachers to establish teaching routines</li> <li>● Where teachers need screens to avoid being too close to students in their bubble, they may need to teach at their desk increasing the potential for behaviour issues in the classroom</li> <li>● Reflection room can only be used for one bubble at a time</li> <li>● Matrix rooms will be within the same bubble increasing the likelihood of students failing matrix</li> <li>● 9 new NQTs have been recruited. They have had less opportunity to practise teaching during their ITT year and will need increased support managing student behaviour</li> </ul> |  | <ul style="list-style-type: none"> <li>● Learning Managers, TAs, SLT and support staff will man ‘bubble areas’ between lessons, visiting classrooms until teachers arrive</li> <li>● Teachers will be trained on techniques to ‘own the room’ and develop routines during the INSET day, new staff training</li> <li>● Outwood behaviour system in place</li> <li>● Detentions managed in bubbles through HODS leading their teams in each year group</li> <li>● Failed matrix students will be placed with SLT/ Learning managers / in support staff offices (where sufficient room to socially distance) then moved back into lessons</li> <li>● Very disruptive students will be placed in the Bridge bubble</li> </ul> |  |
| <p><b>Narrow corridors make movement of different year groups at the same time difficult to manage without bubbles interacting</b></p> |          | <ul style="list-style-type: none"> <li>● One way system in place</li> <li>● Students encouraged to walk in single file down corridors and social distance</li> </ul>   |  | <ul style="list-style-type: none"> <li>● One way system in place</li> <li>● Teaching staff escort students to first lesson and then out of the building</li> <li>● Social distancing markers on corridors</li> <br/> <li>● Students keep to the left and walk in single file</li> </ul>  |  |