



Crewe Engineering & Design UTC

Covid-19: Operational Risk Assessment.

Planned re-opening

22nd June for Vulnerable Year 10 and 12 students

6th July for Wider groups Year 10 and 12 students

Crewe Engineering and Design UTC: Covid19 Operational Risk Assessment – Re-opening of Secondary Schools

1. Introduction:

In preparing this guidance Crewe UTC has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has issued non-statutory guidance in which it is made clear that their advice *“does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations”*. Consequently, Health and Safety Legislation has taken precedence.

This risk assessment guidance:

-  Sets out the current context and statutory health and safety obligations
-  Reflects the principles set out in Cheshire East schools Covid-19 guidance
-  Sets the context for conducting a risk assessment to reduce transmission of a disease within the school context
-  Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
-  Provides a template to record a risk assessment method statement (RAMS) – setting out safe methods of working, which all staff should read, understand and sign
-  Incorporates hyperlinks to sources of helpful information and resource

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to a minimal level.

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For maintained schools the employer is Cheshire East Council, for Academies it is the Academy Trust.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team. Reference:

<https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

2. Overview of Actions required for safe methods of working:

-  Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
-  Communicate the risks and required safe methods of working (RAMS) to all building users
-  Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed
-  Check that the control measures have been implemented and remain appropriate and effective.
-  Ensure that the control measures are monitored throughout the day and reviewed where necessary.

2.1 Key message:

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

2.2 What leaders need to do:

-  Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
-  Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
-  Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
-  Consult and work with recognised TU safety representatives/employee representatives and safety committees.
-  Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
-  Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

3. Principles:

-  The safety of everyone in school is paramount
-  A consistent and co-ordinated approach and communication will be maintained
-  A staggered slow and steady approach for pupils to return to school will be taken; to gradually build up confidence across the school community (staff, pupils, parents/carers)
-  The absolute focus on encouraging all eligible vulnerable children to return to school will be maintained alongside provision for children of critical workers. In recognition of the importance that a child's early experience has on development, priority admission for re-opening will be given to
-  Years 10 and 12 will be prioritised to enable targeted elements of direct teaching.
-  Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
-  School organisational planning will minimise the number of pupils that each staff member has contact with

4. What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

The hierarchy of controls: if properly implemented will substantially reduce the risk of transmission of infection.

These include:

Exclusion:-

- 🌸 Minimising contact with individuals who are unwell by ensuring that those who have coronavirus
- 🌸 symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s to confirm or negate a diagnosis should be promoted.
- 🌸 Clinically extremely vulnerable individuals are advised not to work outside the home.
- 🌸 Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others \(social distancing\)](#) guidance should work from home where possible.

Hygiene:-

- 🌸 A stringent cleaning regime should be in place COVID-19: cleaning in non-healthcare settings . At the
- 🌸 highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare- settings](#)
- 🌸 Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
- 🌸 Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
- 🌸 Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste
- 🌸 Maximise natural ventilation and access to the external learning environment

Social Distancing:-

- 🌸 Secure social distancing whenever practicably possible, through footfall management and planned supervised movement throughout the school building
- 🌸 Regulate entry so that the premises do not become overcrowded at any point and no 'pinch points' are experienced at ingress or egress
- 🌸 Where it is possible to remain 2 metres apart, use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas
- 🌸 Ensure the environment (such as classroom layout) and timetables are conducive with social distancing– remove all clutter and non-essential resources
- 🌸 Minimise social contact by forming small fixed groups of staff and children and avoiding movement between or blending of groups whenever possible
- 🌸 Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.

- 🌸 Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE will be provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

5. Summary:

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment has been developed for City-wide use, which is pre-populated with generic safe methods of working. If adopted, this will need to be adapted to each specific setting. In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- 🌸 The risk assessment of vulnerable pupils including those with an EHC Plan
- 🌸 This will help determine who is safer or as safe in school
- 🌸 Securing provision for SEN – balancing the risk of allowing external visitors into school with the duty of best endeavours to provide
- 🌸 Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.
- 🌸 Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL
- 🌸 Communicating with parents, staff, visitors and the general public
- 🌸 Supporting the mental health and well-being of everyone in school
- 🌸 Developing a recovery curriculum
- 🌸 Maintaining support for home schooling

6. Resources and references:

<p>Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): implementing social distancing in education and childcare settings</p>	<p>Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing)</p>
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COVID-19: Operational risk assessment for school reopening

Assessment conducted by:	Liam McDaid	Job title:	Principal and Chief Executive	Covered by this Assessment:	Staff, Students, Contractors, Volunteers/Governors
Date of assessment:	10/06/20	Review Interval:	Weekly	Review Log:	16/06/20

Risk Rating	Likelihood of occurrence		
High (H), Medium (M), Low (L)	High (Very likely)	Medium (Possible)	Low (Remote)

Activity	Risk rating prior to actions (H/M/L)	Control Measures	In place (Yes/No)	Additional controls	Residual risk rating (H/M/L)	Staff Responsible
1. Establishing a gradual and safe approach for pupils and staff to return to school						
1.1 Establishing if the building is safe following an extended closure						
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	M	<ul style="list-style-type: none"> Health and safety audit conducted by nominated staff Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: <ul style="list-style-type: none"> Different areas of the school Procedures for when pupils and staff enter and leave school Planned movement around the school during lesson, break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	<p>YES</p> <p>YES</p> <p>YES</p>	<p>FM completed review of audit 09/06/20 Bentley walk around 10/06/20</p> <p>Checks completed using HSE template and COVID room checklist. Applied weekly from 22/06/20</p> <p>Risk assessments updated along with site team COVID specific PPMs. External contractors to revise RAMs and follow revised visitors handbook. Staff informed of reviewed risk assessments during briefings</p> <p>Updated Bubble/Zone RAs Protocol's generated Bubble/Zone structure with one way systems implemented removing risk of contact between student groups. Incorporated into Year 10 and Year 12 students timetable</p> <p>Bubble timetable reduces student/staff movement and therefore possible contact with no shared resources being used</p>	L	<p>LMD</p> <p>SLN</p> <p>LMD</p>

Statutory compliance has not been completed due to the availability of contractors during lockdown	M	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged 	YES	All compliance checks (internal and external) have continued while school has been closed and recorded by FM	L	SLN
1.2 First Aid/Designated Safeguarding Leads						
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk	M	<ul style="list-style-type: none"> First Aid certificates have been extended for three months by Gov't A programme for training additional staff is in place, using on-line training. Collaborative arrangements for sharing specialist staff with other schools in the locality have been agreed though the LA Potential deployment of LA central staff available 	YES	Sufficient team of first aiders internally available. Two timetabled onsite daily. Training to be given on accurate use of infra-red thermometers and the donning/doffing of PPE DSL located on site daily	L	PON
2. Determining the number of pupils that can be accommodated within the school infrastructure						
2.1 Organisation of teaching spaces and communal areas						
Classroom sizes will not allow adequate social distancing	M	<ul style="list-style-type: none"> Classroom size capacity audit undertaken using social distancing measure of 2m – maximum number of people (children and adults) determined Timetables and staffing model determined to secure curriculum delivery for class-group size Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters Ensure class groups and staff stay together 	YES	Classrooms identified as size suitable (largest rooms). Rooms set up with individual seating with 2m separation. Maximum of 15 students per room. Rooms cleaned of all other furniture/clutter apart from staff work space and cleaning station. Social distancing posters displayed on room entry (door and floor) with clearly defined taped areas for each workspace. Planned timetable for groups to minimise mixing. Room entry and exit protocols implemented by staff to maintain distancing when movement is required	L	KGM

		consistently and do not mix or blend with other groups				
Large spaces that need to be used as classrooms	M	<ul style="list-style-type: none"> Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size.. Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring Design layout and arrangements in place to enable social distancing. 	YES	Hall only used for one bubble. One way system in place for each bubble.	L	KGM
Staff rooms and offices do not allow for observation of social distancing guidelines	M	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team 	YES	Staffroom and offices have clear signs with maximum numbers for Social distancing measures implemented. Staff to bring in own food and drink	L	SLN
2.2 Availability of staff and class sizes						
The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school	H	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Any staff member who is identified as clinically extremely vulnerable is not permitted onto school premises. Staff members who are clinically vulnerable are strongly advised to stay at home Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if 	YES	<ul style="list-style-type: none"> Staff audit has been carried out and updated daily with draft deployment plan generated which includes reserve staff if required. Only staff who are not classed as vulnerable (refer to Dfe guidance) and have expressed a wish to be on school site are utilised. Staff reminded to ask themselves the 5 questions Declaration signed Staff working from home are deployed on virtual school tasks directed by SLT Support staff have been utilised to support timetabled activities where appropriate Planned timetable supports phased progressive reintegration into school 	L	LMD ALL ALL SLT KGM KGM

		<ul style="list-style-type: none"> • they or a household member is symptomatic • All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required • A blended model of home learning and attendance at school is utilised until staffing levels improve. • An appropriate hierarchy of deputization is in place should a senior leader be unavailable. This might include external leadership capacity. 		<ul style="list-style-type: none"> • 2 members of SLT is onsite each day with reserve on standby 		KGM
2.3 Testing and managing symptoms						
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> • Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff • Staff share the outcome of the test with their employer 	YES	Testing process via SLN shared with all staff. Has been reinforced and as part of re-induction pack.	L	SLN
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	M	<ul style="list-style-type: none"> • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and 	YES	Letter and guidance pack to parents. Guidance To be on website from 180620 Attendance systems reset Attendance policy updated so that symptomatic students will be sent home ASAP. The 'Bubble' and teacher will be sent home immediately and not return for 14 day to allow for isolation unless a test is negative.	L	SLN

		<p>clinically extremely vulnerable should these apply.</p> <ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return to school dates, is in place • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. • A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed. 		<p>RIDDOR process will be followed according to guidance. Staff re-induction pack includes full detail of all processes and altered policy.</p>		
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	H	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to • take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding • Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners 	YES	<p>Letter and guidance pack to parents. Guidance provided on website from 180620 Staff re-induction pack provides full details.. Receipt of acknowledgement (declaration) signed by staff prior to re-open. SLN have provided staff re-induction packs</p>	L	SLN
2.4 Prioritising provision: determining which children will be in school, taking not account social distancing requirements and staffing						
The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial	L	<ul style="list-style-type: none"> • Plans are in place to meet the learning needs of the children who are outside of the main cohorts (Year 10 and Year 12) attending school. • Pastoral and SEND support is deployed wherever possible to support prioritised pupils. 	YES	<p>Current VLE provision has been reviewed and is currently being enhanced for Year 9/10 and externals Deploy available support staff where required Continue coordinated approach to encourage attendance of targeted students SendCo to review provision for students based on daily notifications and amend/generate risk assessments accordingly</p>	L	SHT

groups' within schools when they reopen		<ul style="list-style-type: none"> Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. Ongoing risk assessments are in place to identify children whose circumstances may have changed when initial decisions were made 				
Children who most need to be in school, may not be identified through the age categorisation or parental decision	L	<ul style="list-style-type: none"> Vulnerable pupils including those with an EHC Plan have been subject to a risk assessment under the LAs guidance for SEND (based on Government guidance) Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified Children with significant underlying health conditions that place them at risk and those who are shielding are not in school Children where a household member is identified as clinically vulnerable or clinically extremely vulnerable are not in school 	YES	Ensure all risk assessments are in place and have been Reviewed Yr 10mentors to review students causing concern regarding attendance, emotions and ensure those students who should not be in school have contacted parents to inform/remind them	L	SHT
3. Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene						
3.1 Staff induction and CPD						
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes: <ul style="list-style-type: none"> - Infection control - Fire safety and evacuation procedures - Constructive behaviour management 	YES	During re-induction CPD will be delivered	L	LMD

		<ul style="list-style-type: none"> - Safeguarding - Risk management 				
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • The revised staff handbook is issued to all new staff prior to them starting. 	YES	Induction programme in place in readiness for July starters Update handbook	L	SHT
3.2 Communication strategy						
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	H	<ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> - Staff - Pupils - Parents - Governors/Trustees - Local authority - Professional associations including Trade Unions - Other partners including contractors, outside agencies 	YES	Daily via email Through teachers allocated to bubbles Website Governors – June LGB and Gov Hub Weekly reported updates Meetings as arranged Email and phone calls	L	LMD
There is a lack of clarity and understanding in maintaining social distancing and good hygiene	H	<ul style="list-style-type: none"> • Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting the 2- metre rule, good handwashing and ‘catch it bin it’ rules. • Clear floor markings identify 2 metre spaces and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. • All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. 	YES	All in place 100620 fitted by SLT All in place 100620 fitted by SLT Procedures communicated to staff during briefings	L	SLN

Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	<ul style="list-style-type: none"> As part of the overall communications strategy referenced in parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated. Parent and pupil handbooks/information leaflets are created 	YES	Newsletter Website Text messages Letters Parental Guidance Pack FAQs	L	LMD
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19	H	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website 	YES	Newsletter Website Text messages Letters Parental Guidance Pack FAQs	L	LMD
4 Planning movement around the school						
Movement around the school risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> Circulation plans have been reviewed and revised. One-way systems are in place where possible. Corridors are divided where feasible. Appropriate signage is in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly. Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available 	YES	Drafted and reviewed One way systems/zones in place for each bubble ensuring narrow corridors do not need to be divided. Signage in place to reinforce circulation. Staff placed on identified pinch points with room exiting protocols have delayed exit timing to remove possibility of congestion. Pupils remaining in learning area and only leave to go to toilet or leave site. Students reminded daily verbally and through signage of the importance of social distancing measures. All areas utilised are supervised at all times when students are present	L	KGM

		<ul style="list-style-type: none"> Pupils are regularly briefed regarding observing social distancing guidance. Appropriate levels of supervision and guidance are in place 				
4.1 Management of social distancing in the reception area						
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	M	<ul style="list-style-type: none"> No visitors are allowed on the premises without a pre-arranged appointment Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor Social distancing points are clearly set out, using floor markings, continuing outside where necessary. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. 	YES	Parental guidance includes clear information about visitors policy - reception notified via phone call prior to visit Visitor handbook updated Reception to record staff/visitor attendance Tape and signs external to reception entrance repeated inside reception with waiting areas provided. Reception area screened. Deliveries to be accepted only at compound gate. Site services notified by phonecall so collection can be authorised	L	SLN
4.2 Management of Aggress and Egress – arrival and departure						
The start and end of the school day create risks of breaching social distancing guidelines	H	<ul style="list-style-type: none"> Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place Start and departure times are staggered to reduce pinch points and risk of breach. A clear traffic management scheme is in place with a drop-off and go procedure in place 	YES	Parental Guidance and protocol placed on website under COVID section. Car park signage in place Timetable reflects staggered approach Bubbles utilise same entrance (at different times) but different exits Each bubble is housed in areas with distinct boundaries Floor markings in place in all areas where student/parent movement is required	L	RWM

		<ul style="list-style-type: none"> All available safe exits are utilised to leave the school building, with clear safeguarding procedures Segregation of groups is considered wherever practicable Floor markings are visible where it is necessary to manage any queuing. 				
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	<ul style="list-style-type: none"> Start and finish times are staggered. The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external dropoff and pick-up points. Weekly messages to parents stress the need for social distancing at arrival and departure times. 	YES	<p>Timetabled</p> <p>School only has a single entrance and exit.</p> <p>Clear signage implemented</p> <p>Car park signage in place</p> <p>Through newsletter and website</p>	L	RWM
4.3 Management of classrooms and teaching spaces						
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	M	<ul style="list-style-type: none"> Home base arrangements are in place. Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance All furniture not in use has been removed from classrooms and teaching spaces into safe storage Arrangements are reviewed regularly. 	YES	<p>Rooms and base bubbles identified.</p> <p>Rooms identified have been set up following Dfe guidelines and housing no more than 15 students.</p> <p>Room(s) set up completed 10/06/20</p>	L	KGM/PON
4.4 Management of movement in corridors						
Social distancing guidance is breached when pupils circulate in corridors	M	<ul style="list-style-type: none"> Circulation plans have been reviewed and amended. One-way systems/zones are in operation where feasible. Corridors are divided where feasible. 	YES	<p>One way systems in place</p> <p>Signage in place to reinforce circulation.</p> <p>Staff placed on identified pinch points with room exiting protocols have delayed exit timing to remove possibility of congestion.</p>	L	KGM/PON

		<ul style="list-style-type: none"> • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils and staff stay in classrooms or in designated external areas • Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage • Appropriate supervision levels are in place. 		<p>Pupils remaining in learning area and only leave to go to toilet or leave site.</p> <p>Students will be reminded daily verbally and through signage of the importance of social distancing measures.</p> <p>All areas utilised are supervised at all times when students are present</p>		
4.5 Management of social distancing at break times						
Pupils may not observe social distancing at break times	H	<ul style="list-style-type: none"> • Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing 	YES	<p>At present no lunch time timetabled</p> <p>Individual Year 10 groups to receive staggered 10 min break</p> <p>First phased integration day students are informed of expectations which are reinforced by signage within the bridge areas being utilised.</p> <p>Teacher reminds on daily basis</p>	L	KGM
4.6 Management of social distancing at lunch times						
Pupils may not observe social distancing at lunch times	H	<ul style="list-style-type: none"> • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands using the 20 second routine, before and after eating. • Dining area layouts have been configured to ensure social distancing. • Tables and chairs have been cordoned off where this is not possible. 	YES	<p>At present no lunch time timetabled</p> <p>Individual Year 10 groups to receive staggered 10 min break</p> <p>First phased integration day students are informed of expectations which are reinforced by signage within the bridge areas being utilised.</p> <p>Teacher reminds on daily basis</p>	L	KGM

		<ul style="list-style-type: none"> Floor markings are used to manage queues and enable social distancing. Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). Eating areas are cleaned after lunch 				
4.7 Management of social distancing and hygiene in the toilets						
Queues for toilets and handwashing risk noncompliance with social distancing measures	M	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to enable social distancing. Pupils know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place 	YES	Each bubble (students and staff) have access to their own toilets. Students to be informed of toilet use protocol (1 in 1 out) including hand washing during first phased integration day and reminded daily by staff All toilets have hand washing signs in place	L	SLN
4.8 Safety arrangements for the use of medical rooms						
The configuration of medical rooms may compromise social distancing measures	M	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. 	YES	Appropriate PPE is in place for first aiders. Three rooms allocated. All situated away from bubbles and address social distancing requirements. Room 1 utilised for general first	L	RWM

		<ul style="list-style-type: none"> Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff 		<p>aid. Room 2 and 3 is utilised for suspected COVID – 19 cases and meets all PHE guidelines.</p> <p>Cleaning protocols in place</p>		
5. Securing and sustaining robust hygiene systems and procedures						
5.1 Cleaning						
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space 	YES	Enhanced cleaning plan following Dfe guidelines implemented. All areas made ready 180620 (deep cleaned). Supplies have been procured so all areas including individual classrooms can be resourced	L	SLN
5.2 Hygiene and handwashing						
Inadequate supplies of soap and hand sanitizer mean that pupils and staff do not wash their hands with sufficient frequency	H	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day 	YES	Audit completed. Supplies ordered. Daily monitoring in place	L	SLN
Pupils forget to wash their hands regularly and	M	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. 	YES	Training addressed via re-induction pack for staff and first phased integration day for students. Students are	L	RWM

frequently		<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person 		expected to use provided sanitiser on entry to school site, entry and exit within rooms and soap and water when using toilets. All toilets have handwashing signs including instructions		
5.3 Personal Protective Equipment (PPE)						
Provision of PPE for staff where required is not in line with government guidelines	H	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely). Staff are reminded that wearing of gloves is not a substitute for good handwashing 	YES	PPE has been procured but limited stock from LA. Training for cleaners and First Aiders will be completed. Staff updated during briefing	L	RWM
6. Curriculum organisation						
Children may need to resocialise and familiarise with new routines	H	<ul style="list-style-type: none"> Consideration should be given on planning what to teach, and how, taking into account the temporary disapplication of the curriculum The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. 	YES	Year 10, 12 to start with face to face meetings, continue virtual learning provision and be clustered into learner groups	L	KGM/PON

Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	H	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality Plans for intervention are in place for those pupils who have fallen behind in their learning. 	YES	Current learning provision continues for 10 and 12. Weekly mentoring sessions for Year 10 and 12 used to inform further support needs and future curriculum planning	L	KGM/RWM
Pupils moving on to the next phase in their education do not feel prepared for the transition	H	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. Virtual tours of the school are available for parents and pupils. Online induction days for pupils and parents are planned 	YES	Year 11 provided with preparation packs and weekly dialogue	L	RWM
7. Enhancing mental health support for pupils and staff						
7.1 Mental health concerns – pupils						
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings Resources/websites to support the mental health of pupils are provided. 	YES	Well-being/orientation days Weekly phonecalls made by pastoral staff and mentors	L	RWM/KGM
7.2 Mental health concerns – staff						
The mental health of staff has been adversely affected during the period that the school has	H	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	YES	Well-being survey Phone calls made by P/VP/HR Well-being days	L	LMD

been closed and by the COVID-19 crisis in general		<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources 				
Working from home can adversely affect mental health	H	<ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catch-ups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary. Staff working from home may help provide remote learning for any pupils who need to stay at home. 	YES	Break time zoom Staff star of the week	L	LMD
7.3 Bereavement support						
Pupils and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team Support is requested from other organisations when necessary. 	YES		L	RWM
8 Governance and policy						
8.1 The role of Governors						
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	M	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how 	YES	Site visit by MM on 10/06/20	L	LMD

		<p>the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</p> <ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 				
Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> Online meetings are held regularly with governors. Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school 	YES			L LMD
8.2 Policy review						
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	M	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Governors have approved revisions 	YES	Safeguarding Health and Safety Medical Fire evacuation Attendance Behaviour GDPR Staff to be informed of all changes via reinduction packs and sign off		L LMD
9. Other operational issues						
9.1 Review of fire procedures						
Fire procedures are not appropriate to cover new	M	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff 	YES	Revised evacuation muster points introduced Staff briefed via re-induction pack and presentation		L PON

arrangements		<ul style="list-style-type: none"> - Possible absence of fire marshals - Social distancing rules during evacuation and at muster points - Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. 		Students briefed during first phased reintegration day		
Fire evacuation drills - unable to apply social distancing effectively	M	<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place which are in line with social distancing measures. 	YES	Fire drills changed to maintain social distancing bubbles	L	PON
Fire marshals absent due to self-isolation	M	<ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	YES	Support staff and SLT members on site to act as fire wardens when required	L	PON
9.2 Free school meals						
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	M	<ul style="list-style-type: none"> • A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. 	YES	Canteen closed Voucher provision for students in place	L	SLN
9.3 Contractors working on the school site						
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	M	<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures 	YES	Contractor management procedures have been updated to reflect additional guidelines Revised visitor protocols	L	SLN

		<p>are required to keep staff, pupils and contractors safe.</p> <ul style="list-style-type: none"> 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. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 				
10. Additional site-specific issues and risks						
Staff using public transport may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> Staggered timetable. Staff only timetabled on site when required. All staff have been asked if public transport is required for their journey to work. Where it is, rotas avoid peak times or the need to use public transport where possible and a personal safe transport approach has been agreed. 	YES	Personal travel safety plan agreed with relevant staff	L	LMD

Students using public transport may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> • Staggered timetable • Students and parents reminded via letter and guidance pack of actions they can take to reduce risk if having to use public transport 	YES		L	RWM/KGM
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