

# Wath Academy – Wider re-opening risk assessment

*This document will be reviewed regularly.*

*It's aimed at being a usable working document which will constantly be evolving based on feedback.*

**Premises:** Wath Academy

**Work Activity:** [Site Reopening – Covid 19](#)

**Assessor(s):** Dale Jackson

**Date:** 11/06/20

**Pages:** 22

## Wath Academy – Wider Re-opening – Risk Assessment

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This risk assessment has been created based on the following guidance and advice:

- Preparing for the wider opening of schools: Guidance for secondary school provision from June 15
- Actions for education and childcare settings to prepare for wider opening from 1 June 2020
- Implementing Protective Measures in Education and Childcare Settings
- Safe working in education, childcare and children’s social care
- Planning guide for secondary schools - NEU/GMB/Unison/Unite commentary and checklist. NASWUT questions.
- Trust and Governor Health and Safety meeting 9<sup>th</sup> June (inc. site visit). NEU meeting 11<sup>th</sup> June.

Hazards identified	Persons at risk	Control measures PHASE 1 PHASE 2 PHASE 3	Overview of information and actions taken regarding the hazard identified	Further action required (if any) / Comments
<b>1. Staffing / facilities / compliance</b>				
1.1 Staffing is insufficient to guarantee groupings of sufficiently small size/ continue key worker provision.		<ol style="list-style-type: none"> <li>1. Calculate grouping sizes/likely attendance against number of available staff</li> <li>2. Calculate groupings against statutory ratios</li> <li>3. What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Wath Academy has a staff body of over 200 staff.</li> <li>• Staff audit completed on 6<sup>th</sup> June 2020.</li> <li>• 30 teaching staff are high risk/shielding, have high risk/shielding dependants, clinically vulnerable or have clinically vulnerable dependants or have non-school age children. Any staff who are shielding or who have dependants who are shielding will not be called upon. This leaves 85 teaching staff available.</li> <li>• 35 non-teaching staff who are high risk/shielding, have high risk/shielding dependants, clinically vulnerable or have clinically vulnerable dependants or have non-school age children. 45 non-teaching staff available.</li> <li>• From 15<sup>th</sup> June the one to one welfare/check-in meetings in the PE block. This provision is sufficiently covered, with significant cover/back up available if needed.</li> <li>• From 22<sup>nd</sup> June there will only be a maximum of nine Y10 teachers and seven Y12 teachers needed each day (no more than 25% of a year group in at any one time, as per the DfE secondary school guidance).</li> <li>• Year 10:</li> </ul>	<p>For 22<sup>nd</sup> June - tape on classroom carpets to mark 2m distance around each desk/work space.</p> <p>Government guidance documentation to be shared with staff again prior w/c 22<sup>nd</sup> June.</p>

			<ul style="list-style-type: none"> <li>○ 9 groups of 8 students = 72 in total.</li> <li>• Year 12: <ul style="list-style-type: none"> <li>○ 6 groups (max) of 8 students. Some groups may occasionally have up to 12. If this is the case bigger rooms will be used e.g. Drama room.</li> </ul> </li> <li>• In normal classroom the maximum numbers of students will be 8. Spare desks will be removed from classrooms so only 8 student desks remain 2m apart (as per DfE secondary school guidance).</li> <li>• Full SLT team (inc. DSL) will be in school every day.</li> <li>• Number of both teaching and non-teaching staff available covers the planned provision.</li> <li>• The provision for vulnerable students and key workers will be based in the sixth form study area. This provision has been successful over the last 10 weeks. There is also enough space if this provision needed to increase in size. The next day's provision will be reviewed at 15:00 every day by SLT.</li> </ul>	Vulnerable children are taken into account as per the attendance expectations for vulnerable children guidance. The rota for this provision will be planned in advance and will include reserve/cover staff.
1.2 Insufficient spaces can be identified in school to provide small enough groupings/ enable social distancing		<ul style="list-style-type: none"> <li>• Consider all spaces in school – which, if any, spaces will need repurposing to provide additional facilities.</li> <li>• Consider spaces for suitability – are they large enough for 15 children or smaller groupings – can they be ventilated?</li> <li>• What provision is in place for monitoring and adjusting arrangements?</li> </ul>	<ul style="list-style-type: none"> <li>• The building has over 100 classrooms/learning spaces.</li> <li>• The provision for vulnerable students and key workers will be based in the sixth form study area. This provision has been successful over the last 10 weeks. There is also enough space if this provision needed to increase in size. AHO and Principal will review this provision at the end of each day.</li> <li>• The one to one welfare sessions for Y10/Y12 from 15<sup>th</sup> June will be based in the PE block. The PE block has two gyms and a Sports Hall which will enable this provision to be well spaced out. Ventilation in these areas is good. Students using this provision will enter and exit from Festival Road. This gate will be staffed all day.</li> <li>• The Y10/Y12 on-site provision from 22<sup>nd</sup> June will need a maximum of 15 classrooms. This leaves approximately 85 classrooms/learning spaces spare/available. This provision can be well spaced out around the school. Doors will be wedged open and classroom windows will be open to ensure learning spaces are well ventilated.</li> <li>• One-way system.</li> </ul>	<p>Health and Safety check walk round will be completed on 9<sup>th</sup> June and results analysed.</p> <p>Health and safety walkaround will again be completed on Friday 12<sup>th</sup> June.</p> <p>Ready for 22<sup>nd</sup> June on classroom carpets to mark 2m distance around each desk/work space.</p> <p>Health and Safety checks will be completed w/c 15<sup>th</sup> June ready for w/c 22<sup>nd</sup> June.</p>
1.3 Equipment available in school is insufficient to allow all teaching groups to be catered for.		1. Is sufficient equipment available to enable all classrooms to function adequately?	<ul style="list-style-type: none"> <li>• Order for placed w/c 25<sup>th</sup> May: PPE, Hand sanitiser, tape, signage. Regular repeat monthly order set up.</li> <li>• Set up for each classroom: <ul style="list-style-type: none"> <li>○ 8 desks (remove other desks)</li> <li>○ Tissues, hand sanitiser, wipes</li> <li>○ Lidded bins</li> <li>○ Windows open, door wedged open</li> </ul> </li> <li>• All pupils will be encouraged to bring their own equipment and will be given any equipment to keep that they do not have.</li> <li>• Medical information will be displayed in each classroom.</li> </ul>	<p>Further equipment to be ordered w/c 8<sup>th</sup> June (if needed). Next day delivery.</p> <p>PE block will be set up w/c 8<sup>th</sup> June ready for the one to one welfare meetings w/c 15<sup>th</sup> June.</p> <p>Wall and floor signage will be used both inside and outside school to ensure social</p>

				distancing is followed.  Once specific classrooms have been identified they will be set up w/c 15 <sup>th</sup> June ready for w/c 22 <sup>nd</sup> June.
1.4 Are measures in place to ensure registration processes are undertaken effectively and accurately?		<ol style="list-style-type: none"> <li>1. Is a paper-based system needed or can SIMs access be provided to all staff for whom it is needed?</li> <li>2. Are systems in place for registers to be completed in a timely manner?</li> <li>3. Are systems in place for registers to be returned to the office with minimal footfall in school?</li> <li>4. Is school able to differentiate between those students expected/shielded/ being kept at home / absent due to illness/ absent due to safeguarding concerns</li> <li>5. Has thought been given to how late arriving pupils will be taken to groupings?</li> <li>6. What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Active support team will patrol the school at all times from 15<sup>th</sup> June.</li> <li>• Entrances to the school site and entry to the PE block and main school building will be staffed at all times.</li> <li>• Students will be marked present on entry to the PE block for one to one meetings.</li> <li>• Paper registers will be taken as students enter the main building. There will be two attendance teams: one for Y10 and one for Y12.</li> <li>• Paper registers will be typed up by the member of staff who took them and email to the AHO and the attendance team. The paper register will then be disposed of.</li> <li>• A member of the attendance/pastoral team will be available to contact home of any student who is expected but doesn't arrive.</li> <li>• Attendance returns to DFE and RoSiS (vulnerable pupils) will continue.</li> <li>• Active support, key duty staff and reception staff (main building and PE block) will have radios.</li> <li>• Late arriving students will be spotted by gate duty staff who will radio active support. Active support will ensure the students is registered and take them up to the relevant learning space following the one-way system , ensuring social distancing is followed.</li> <li>• All Y10 students will receive a phone call prior to 15<sup>th</sup> June. Each day active support, SLT, reception will be aware of which students: <ul style="list-style-type: none"> <li>○ We are expecting</li> <li>○ Which students are absent (including reason for absence)</li> </ul> </li> <li>• Enquiries emails will be checked regularly. Reception will be manned by one member of staff every day from 15<sup>th</sup> June and two staff from 22<sup>nd</sup> June.</li> </ul>	Micro-script the entry to the school site. Share the exact details via phone call and website (every Y10 will receive a phone call prior to 15 <sup>th</sup> June.)
1.5 Workspaces for administrative staff/ leaders cannot be sufficiently segregated to meet social distancing guidelines		<ol style="list-style-type: none"> <li>1. Are clearly defined working spaces and terminals designated to admin staff/ leaders on duty?</li> <li>2. Are systems in place to minimise meetings of more than 2 people?</li> <li>3. Are designated meeting spaces well ventilated and do they provide enough space for social distancing guideline to be observed?</li> <li>4. Is a well-planned cleaning regime in place for all computer terminals and</li> </ol>	<ul style="list-style-type: none"> <li>• The school has a large reception and many offices.</li> <li>• 2m social distancing guidelines must be followed in reception and large office spaces. Only one member of staff per small office space.</li> <li>• Reception has a glass screen to protect staff. Tensa barriers are used to ensure pre-arranged visitors are two metres away from receptionists. Student reception out of use.</li> <li>• Large spaces will be used for meeting of more than 2 staff. Zoom and Microsoft teams also used to facilitate meetings.</li> <li>• A whole school deep clean by Engie will happen every Wednesday.</li> <li>• Cleaning spray and wipes available to staff to wipe down key boards.</li> </ul>	Share HSE guidance with staff prior to w/c 22 <sup>nd</sup> June to ensure they are familiar with it.

		<p>equipment, surfaces and equipment in admin areas?</p> <p>5. What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> <li>Routine daily cleaning in place by Engie in line with guidance 'cleaning in non-healthcare settings'.</li> </ul>	
1.6 Communal facilities provide risk of cross contamination – ICT/ sign in systems / photocopiers / admin supplies / keypads / telephones etc.		<ol style="list-style-type: none"> <li>Is clear signage in place to limit number of people using/queuing for communal equipment sign-in systems etc?</li> <li>Are well structured regimes in place to ensure all equipment/ screens keypads etc are cleaned after each usage?</li> <li>What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>Clear floor and wall signage including 2m demarcation will be put in place w/c 8<sup>th</sup> June ready for w/c 15<sup>th</sup> June in the PE block and for 22<sup>nd</sup> June for the main building.</li> <li>As well as the 2m demarcation a one way system will be marked on the floor.</li> <li>Sign-in system is fob activated for staff. Sign-in system for external pre-arranged visitors will have hand sanitiser and wipes next to them and signage encouraging the use of this before signing in or out.</li> <li>Regular cleaning of all sign-in equipment.</li> <li>All the above will be in place for other touch screen devices such as photocopiers.</li> </ul>	
1.7 Public-facing areas (eg main reception) provide insufficient protection for staff meeting with children from different groups/ parents/ staff		<ol style="list-style-type: none"> <li>Is a plan in place for dealing with parental concerns/visitors?</li> <li>Has consideration been made to a no visitors in building policy where protection cannot be guaranteed?</li> <li>Have processes been put in place to prevent administrative staff dealing with pupils/ staff from multiple groupings?</li> <li>Have the protocols been adequately communicated to all staff pupils and parents?</li> <li>What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>Parents will not be allowed in the academy building unless supervised by active support. Communication with parents will be through enquiries@wathacademy.com email, telephone or Zoom/Teams.</li> <li>Designated areas (offices) throughout the academy mean that administrative will not have contact with pupils. Main reception has a glass barrier. Reception staff can radio 'active support' if needed.</li> <li>Staff are not permitted past the front desk in the reprographics room.</li> <li>Clear signage will be in place next to single photocopiers in staffroom and finance. Hand sanitiser and wipes will be available next to these machines.</li> <li>If the need arises the pupil will be escorted by SLT/Support staff to ensure social distancing is maintained.</li> <li>Staff feedback will be reviewed by AHO and Principal/Exec Principal at 15:00 every day.</li> </ul>	<p>Ensure parents are clear on the communication channels and expectations about access to the academy.</p> <p>Ensure protocols for administrative staff are communicated to all staff.</p> <p>Check hand sanitiser and wipes in place on 12<sup>th</sup> June.</p>
1.8 Parental concerns/ complaints cannot be dealt with effectively because of a lack of face-to-face contact.		<ol style="list-style-type: none"> <li>Have protocols been put in place to enable day to day concerns to be quickly and efficiently addressed?</li> <li>Have protocols been put in place to enable staff to contact parents by telephone where needed?</li> <li>Have protocols been put in place for video conference meetings where needed?</li> <li>What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>Protocols are in place to deal with parental queries via phone, enquiries@wathacademy.com email. These measures are efficient in communicating with parents. Administrative staff relay messages to staff via email where necessary. Staff can contact parents via telephone using offices or department workroom.</li> <li>Cleaning products (non-wipe spray and wipes) and hand sanitiser will be available to clean the phone after every use.</li> <li>Microsoft Teams is available. The school has a Zoom account when needed.</li> </ul>	<p>Hand sanitisers and non-wipe cleaning spray has been ordered (and on repeat order).</p> <p>Communication prior w/c 15<sup>th</sup> June informing parents about lines of communication.</p>

2. Entry/Exit from the site:				
2.1 Parents/pupils waiting at main gate pre-entry fail to keep adequate social distancing		<ol style="list-style-type: none"> <li>Has thought been given to demarcating 2 metre intervals on paths/approaches to school?</li> <li>Has protocol for prompt opening of gates been put in place and control of flow to avoid bottlenecks?</li> <li>What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<p>Ready for 15<sup>th</sup> June:</p> <ul style="list-style-type: none"> <li>Clear external signage will be in place to reinforce social distancing.</li> <li>Tarmac paths and pavement outside school will be marked with spray/tape to demarcate 2m distance.</li> <li>Students will access the site from 3 different gates to ease the risk of bottlenecks.</li> <li>Only a maximum of 72 Y10s and 40 Y12 will be on the site at any one time. 2m demarcation will be able to cope with this capacity.</li> <li>Y10s will access the main building through reception. Y12s will access the main building via the Y11 social area.</li> <li>All SLT and some Pastoral staff will be present on each gate, within the car park, outside the main building, in the canteen and the main hall. If students arrive early, they will be escorted to a waiting area (canteen or main hall) where they can be supervised adhering to social distancing.</li> <li>Even if all 112 students arrived at once there is enough space and marked pathway to handle the social distancing of all students.</li> <li>If students arrive early they will be supervised and socially distanced in the canteen and social areas.</li> <li>Bins outside Main Entrance for students to dispose of PPE from public transport. Hand sanitiser stations on entry to the building.</li> </ul>	<p>Clear communication to parents about entry and exit from the site (Y10 / Y12).</p> <p>Permanent duty points on school entrances.</p> <p>Duty rota finalised ready for w/c 15<sup>th</sup> June.</p> <p>Produce FAQs document for parents.</p>
2.2 Parents/Pupils are unable to social distance when entering the school premises as paths/walkways are too narrow.	Parents/ Pupils	<ol style="list-style-type: none"> <li>Has due consideration been given to flows of people through site, including one-way systems and use of barriers etc?</li> <li>Has clear signage been put in place to ensure parents and pupils can navigate around the site effectively?</li> <li>What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<p>Ready for 15<sup>th</sup> June (PE block) and 22<sup>nd</sup> June (Main Building):</p> <ul style="list-style-type: none"> <li>A one way system will be in place to ease flow around the site. As pupils will be allocated only one classroom, student movement will be kept to a minimum. Clear signage will be in place to remind staff and pupils of the expectations when moving around the academy.</li> <li>Staff on duty at front of school, both outside and within the green fence.</li> </ul>	<p>Clear communication to parents about entry and exit from the site (Y10 / Y12).</p>
2.3 Too many children/parents enter site at one time – walkways and waiting areas become crowded		<ol style="list-style-type: none"> <li>Has consideration been given to staggering start/end times?</li> <li>Have waiting areas for pupils/parents been clearly demarcated away from the 'flow' of people through the site?</li> <li>Have siblings been given common drop-off times/arrangements put in place to minimise waiting/parental anxiety?</li> <li>Has consideration been given to parents who disregard the arrangements put in place?</li> </ol>	<ul style="list-style-type: none"> <li>Vulnerable/Key worker pupils will start earlier (8.30) to further reduce the potential for too many students at an entrance.</li> <li>Clear external signage will be in place to reinforce social distancing.</li> <li>Tarmac paths and pavement outside school will be marked with spray to demarcate 2m distance.</li> <li>Students will access the site from 3 different gates to ease the risk of bottlenecks.</li> <li>Only a maximum of 72 Y10s and 40 Y12 will be on the site at any one time. 2m demarcation will be able to cope with this capacity.</li> <li>Y10s will access the main building through reception. Y12s will access the main building via the Y11 social area.</li> <li>All SLT and some Pastoral staff will be present on each gate, within the car park, outside the main building, in the canteen and</li> </ul>	<p>Clear communication to parents about entry and exit from the site (Y10 / Y12).</p>

		5. What provision is in place for monitoring and adjusting arrangements?	<p>the main hall. If students arrive early, they will be escorted to a waiting area (canteen or main hall) where they can be supervised adhering to social distancing.</p> <ul style="list-style-type: none"> <li>• Even if all 112 students arrived at once there is enough space and marked pathway to handle the social distancing of all students.</li> </ul>	
2.4 Too many people are present on site due to additional adults/siblings not in school being brought onto premises.		<ol style="list-style-type: none"> <li>1. Has consideration been given to the limiting numbers of adults/children on site at start end of day to only those necessary?</li> <li>2. Have protocols/arrangements to promptly meet/dismiss groups of pupils been put in place to ensure children enter the building as soon as possible after arrival/leave promptly?</li> <li>3. What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Only staff on the Y10/Y12 core subject rota and vulnerable students rota will be delivering lessons to students. Other staff can work in their classrooms in isolation if they wish.</li> <li>• Wath has over 100 learning spaces/classrooms.</li> <li>• Clear external and internal signage will be used to enforce social distancing.</li> <li>• Deliveries will use the side gate.</li> <li>• SLT active support will finalise cleaning rota for the following day.</li> </ul>	<p>Clear communication to parents about entry and exit from the site (Y10 / Y12).</p> <p>Permanent duty points on school entrances.</p>
2.5 Danger of contamination/ interaction with parents/ carers /visitors in communal areas – eg entrance areas/ main reception/ cloakrooms		<ol style="list-style-type: none"> <li>1. Has consideration been made to a no visitors policy to restrict risks to administrative staff?</li> <li>2. Has consideration been made to how deliveries can be made without the need for interaction with school staff/pupils?</li> <li>3. Is clear signage in place to ensure visitors and delivery persons are clear on protocols?</li> <li>4. What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Clear signage will be around the school premises as highlighted above.</li> <li>• Signage on the main entrance (green gates/fence) will clearly inform that visitors will not be admitted into the school building. Deliveries will be directed to declare arrival at reception. If reception is not attended there will be a phone number for the member of site team on duty.</li> <li>• The site team will organise the receipt of the delivery whilst observing social distancing guidelines.</li> </ul>	<p>Communication to site team for protocols of accepting deliveries.</p> <p>Check green fence external signage.</p>
<b>3. Entry/Exit from classrooms</b>				
3.1 Too many pupils/parents queuing for entry to classrooms		<ul style="list-style-type: none"> <li>• Has consideration been made to staggered starts/end of day and separate queuing arrangements to limit queue lengths?</li> <li>• Have queuing/waiting areas been clearly demarcated</li> <li>• What provision is in place for monitoring and adjusting arrangements?</li> </ul>	<ul style="list-style-type: none"> <li>• There will be no need to queue for classrooms due to the small number of students at any one time (8 max). Students will stay in the same classroom for the 3 hours of lessons each day. Staff will move to the student.</li> <li>• One-way system will ease flow of students at the end of the day.</li> </ul>	<p>Ensure teaching staff are clear on entry/exit to classrooms protocols.</p> <p>Ready for 22<sup>nd</sup> June, once the exact staffing has been timetabled, the rooming can be finalised.</p>

<p>3.2 Staff interact with multiple parents without physical separation as children are handed over.</p>		<ol style="list-style-type: none"> <li>1. Has provision been put in place to limit/prohibit entry to the site?</li> <li>2. Are clear demarcations in place to show parents/staff where they should wait/release children?</li> <li>3. What provision is in place for reluctant/emotional/behaviourally challenging pupils?</li> <li>4. What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Clear demarcation and signage is in place to ensure entrances and exits from the school premises are clear. This is backed up by clear communication to parents/carers.</li> <li>• The behaviour policy will be adapted to set out clear protocols and processes for dealing with reluctant/emotional/behaviourally challenging pupils.</li> <li>• Risk assessments have been undertaken for SEMH/SEND pupils and these will be shared with teachers. TAs/SEND team will be available to withdraw pupils to work with in a more bespoke way whilst adhering to social distancing guidelines.</li> <li>• Staff on duty at the front of school.</li> </ul>	<p>Ensure necessary risk assessments have been shared with staff.</p> <p>Amend behaviour policy by 12<sup>th</sup> June.</p> <p>Ensure all staff have read the amendments to the behaviour policy and are clear on actions to take if necessary.</p>
<p>3.3 Staff mix with groups of pupils not under their direct supervision during pick-up/drop off times</p>		<ol style="list-style-type: none"> <li>1. Have clearly demarcated, labelled waiting areas for different groups been put in place?</li> <li>2. Has consideration been made to staggered start/end times in order to limit possible interactions?</li> <li>3. What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Students will be directed to a supervised waiting area on arrival, reducing the risk of groups of pupils and staff mixing unnecessarily.</li> <li>• Only a maximum of 72 Y10s and 40 Y12 will be on the site at any one time. 2m demarcation will be able to cope with this capacity.</li> <li>• Y10s will access the main building through reception. Y12s will access the main building via the Y11 social area.</li> <li>• All SLT and some Pastoral staff will be present on each gate, within the car park, outside the main building, in the canteen and the main hall. If students arrive early, they will be escorted to a waiting area (canteen, main hall, or social areas) where they can be supervised adhering to social distancing.</li> <li>• More than one exit and entrance point for different groups will reduce large congregations outside the academy gates.</li> </ul>	
<p>3.4 Too many staff and pupils enter the building via the same entry point at the same time. Corridors/cloakrooms become crowded</p>		<ol style="list-style-type: none"> <li>1. Has careful consideration been made to start times/routing of pupils through the building to minimise 'pinch points' and ensure groups do not mix?</li> <li>2. Has consideration been made about alternative arrangements for storage of coats/bags and equipment where provision is communal?</li> <li>3. What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Y10s will access the main building through reception. Y12s will access the main building via the Y11 social area.</li> <li>• All SLT and some Pastoral staff will be present on each gate, within the car park, outside the main building, in the canteen and the main hall. If students arrive early, they will be escorted to a waiting area (canteen, main hall, or social areas) where they can be supervised adhering to social distancing.</li> <li>• This will be communicated to pupils prior to their designated day. Due to small numbers of pupils in each classroom there will be no need for provision of storage of bags &amp; coats.</li> </ul>	<p>Parent and student communication.</p>
<p>3.5 Pupils become distressed/show behavioural issues on entry to school</p>		<ol style="list-style-type: none"> <li>1. Is pastoral provision/leadership available on site?</li> <li>2. How will this be used? What distancing/PPE protocols are in place?</li> <li>3. How will an issue be communicated to the pastoral/leadership team?</li> <li>4. Has the approach been communicated to the teachers/parents /pupils?</li> </ol>	<ul style="list-style-type: none"> <li>• Pastoral and SLT provision will be available on-site – the pastoral leads, if needed, will be based in an office, socially distanced from the children.</li> <li>• As with teaching staff, the pastoral lead and active support will ensure when speaking to children that it is in a socially distant way and acts on guidance in the child's risk assessment.</li> <li>• Active support processes will be available via radio and staffed by SLT.</li> <li>• Large space such as the canteen and main hall and outdoor spaces can be used where possible for pastoral work.</li> </ul>	



		5. What provision is in place for monitoring and adjusting arrangements?		
<b>4. Classroom environments</b>				
4.1 Pupil groupings are too large – pupils mix with too many pupils		<ol style="list-style-type: none"> <li>1) Have pupil groupings been carefully formulated based on physical capacity/social distancing? Are there a maximum of 15 pupils?</li> <li>2) Are registers in place and available?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Y10 groupings will be in 9 groups at a ratio of 1:8. Student will remain in the same classroom for 3 hours. This means they will not mix with more than 7 other students. Staff will move to the students. Students will only see three staff per day (thus 3 staff per week).</li> <li>• Y12 students in general will be in a maximum of 1:8 and will remain in the same session all day 10:00 – 13:00. This means the mixing will again be minimal. In larger spaces grouping may be up to 12 (social distancing must be followed).</li> <li>• Registers will be taken on the different gates at both entrance and exit times. An on-call system will be available for staff to alert SLT of any issues.</li> </ul>	Exact groupings to be shared with relevant staff w/c 15 <sup>th</sup> June
4.2 Room allocated is not large enough to maintain social distancing/cannot be ventilated adequately.		<ol style="list-style-type: none"> <li>1) Has the size of rooms/available ventilation been taken into account when allocating spaces and deciding group sizes?</li> <li>2) Have staff been instructed to ensure that windows are kept open and ventilation maximised whenever possible?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Every classroom has been checked for adequate ventilation and is of the correct size to facilitate 2m social distancing (with 8 students). Staff will be informed of necessity to ensure maximum ventilation by keeping windows and door open at all times.</li> </ul>	Ensure staff are reminded of protocols for classroom ventilation.
4.3 Staff are unfamiliar with the specific medical, behavioural or learning needs of allocated children		<ol style="list-style-type: none"> <li>1) What arrangements have been put in place for group leaders to have access to key documents, including medical files etc? Have significant medical needs been explicitly highlighted?</li> <li>2) Have any children with needs which require specialist training (eg diabetes) been allocated to staff with relevant training/experience?</li> <li>3) What handover has been received from substantive class teacher about the needs of the children?</li> <li>4) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• All teaching staff will have access to SIMS for the students they teach on that day. All medical records, risk assessments, SEND plans/EHCPs are up to date and staff will ensure they have read and planned for any specific need.</li> <li>• All students with specific medical needs will have been risk assessed and SEN/Pastoral team will be available to support individual students where necessary.</li> </ul>	Ensure staff are aware of allocated groups in advance of teaching from 22 <sup>nd</sup> June.

4.5 Staff mix with more than one group – risk of infection/cross contamination is increased		<ol style="list-style-type: none"> <li>1) Arrangements for cover/ PPA / SMSA provision ensure that inter-group interactions are minimised.</li> <li>2) Are any staff asked to work in more than one group? Can this be eliminated?</li> <li>3) Has provision been made to enable teachers to receive their PPA allocation?</li> <li>4) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Teaching staff will be delivering a maximum of 3 hours per day. Only 9 staff (SLT, Y10 AYL, Careers Staff) will be needed each day for Y10. A maximum of 6 staff will be needed on any one day for Y12.</li> <li>• Staff have the flexibility to build in PPA throughout their week.</li> <li>• Staff will not be setting work for Y11 and Y13.</li> </ul>	
4.6 Danger of cross contamination from equipment if shared between groups of children.		<ol style="list-style-type: none"> <li>1) Has equipment been allocated to specific teaching groups?</li> <li>2) Has the movement of equipment been minimised?</li> <li>3) Are arrangements in place for the regular cleaning of equipment and surfaces?</li> <li>4) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Students will bring their own equipment daily. Where a pupil does not have the necessary equipment it will be given to the pupils to keep (not a shared/loaned item).</li> <li>• Desks will be cleaned daily in the afternoon (desk where students have sat will be marked for the cleaning team). SLT/Active support will also finalise cleaning schedule for the following day. ICT rooms and staff workstations will be cleaned daily. A usage schedule will be given to the cleaning team, so they are aware of exactly which parts of the academy have been used and need cleaning.</li> <li>• Wipes, spray, hand sanitiser will always be available finance (if needed).</li> </ul>	Specific cleaning schedule finalised with Engie prior to w/c 15 <sup>th</sup> June and w/c 22 <sup>nd</sup> June.
4.7 Danger of cross contamination from equipment/furniture which is hard to clean (eg soft surfaces/upholstery/soft toys)		<ol style="list-style-type: none"> <li>1) Has an assessment of risk in each allocated space taken place?</li> <li>2) Has all equipment and furniture which is hard to clean been removed from teaching areas and stored?</li> <li>3) Has any equipment which is hard to clean and cannot be removed been covered or marked as not for use?</li> <li>4) Has the regular cleaning of soft surfaces such as carpets been put in place to minimise risks?</li> <li>5) Has consideration been made to minimising carpet time etc to reduce risk?</li> <li>6) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• A risk assessment of allocated spaces for w/c 22nd June will be undertaken and unnecessary hard to clean equipment will be marked as not to be used.</li> <li>• Regular cleaning of classrooms will take place (daily) and desks that have been used will be marked.</li> </ul>	<p>Mark hard to clean equipment as not to be used.</p> <p>Communicate with practical subjects for Y12 sessions re: not to share resources (e.g .Art).</p>
4.9 Danger of cross contamination from equipment which provides a medium for viral growth (eg		<ol style="list-style-type: none"> <li>1) Has an assessment of risk in each allocated space taken place?</li> <li>2) Have any resources or equipment which provides a medium for viral growth</li> </ol>	<ul style="list-style-type: none"> <li>• All inappropriate equipment will be removed from teaching areas and practical subjects will undertake specific risk assessments (E.g. Y12 Art)</li> </ul>	Undertake risk assessment for practical subjects before Y12 sessions begin.

water/sand)		<p>been removed from the area or taken out of use?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>		Allocation of space will be kept under review, but groups will be capped at 8 students.
4.10 Children accessing formal education are seated too close together or change places to be closer together.		<p>1) In formal classrooms, have seating arrangements been adjusted to ensure every child has an allocated seat?</p> <p>2) Is a seating plan in place?</p> <p>3) Has provision been made to reduce the number of children accessing areas of provision in foundation classrooms?</p> <p>4) Are carpet spots etc in place where carpet time is used?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> <li>Seating arrangements have been adjusted and seating plans will be in place to ensure social distancing in classrooms.</li> <li>Desk will be marked with student name and they will just use that desk for the day.</li> </ul>	<p>Consider using tape on the carpet within the classrooms to mark 2m distance around desks.</p> <p>Finalise classroom set ups for 19<sup>th</sup> June.</p>
4.11 Children exhibit challenging behaviour, inhibiting the learning process for all learners in a group and or impacting on social distancing.		<p>1) Has an assessment of individual risks presented by known children taken place?</p> <p>2) Have additional staff been allocated to meet the need where challenging children are present?</p> <p>3) Has consideration been made to additional PPE where children have a history of spitting etc?</p> <p>4) Has sufficient leadership/pastoral support been allocated to meet these needs?</p> <p>5) Have withdrawal spaces been allocated where children can be taken to calm down while respecting social distancing?</p> <p>6) Has thought been given to how urgent need will be communicated while minimising movement through the school?</p> <p>7) What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> <li><b>Behaviour policy will be reviewed by 12<sup>th</sup> June.</b></li> <li>Risk assessments will have already been completed around SEMH and SEND needs of vulnerable children – these will provide guidance at an individual level for each child and these should be referred to by the group teacher.</li> <li>The pastoral, safeguarding and SEND team in school will be available for support and socially distant counselling in a designated area. Where the risk assessment determines, extra staff will be available to provide for more challenging children if required.</li> <li>A set of PPE will be available in every Y10 classroom and pastoral area – this set includes a disposable apron, a mask and disposable gloves. This is to be used for intimate care and where risk assessments deem it to be used when a child becomes aggressive or has a medical condition.</li> <li>Urgent support is through an active support system. All teaching staff to have a radio. A space will be identified for students to be placed if they need pastoral intervention. The behaviour policy will be amended to ensure that students failing to adhere to social distancing are removed from site (excluded) if necessary.</li> </ul>	<p>Update behaviour policy.</p> <p>Share updated behaviour policy with staff prior to 19<sup>th</sup> June.</p> <p>Behaviour policy and expectations to be sent to all parents/carers including amended home/academy agreement prior to 19<sup>th</sup> June.</p>

<p>4.12 Risk of infection spreading within groups due to poor hygiene – Surfaces/handles/equipment are not clean or become contaminated during the day.</p>		<ol style="list-style-type: none"> <li>1) Are clear, regular routines in place for handwashing/provision of sanitiser?</li> <li>2) Are sufficient supplied of soap and sanitiser in place? Is this sustainable?</li> <li>3) What provision has been made for drying hands? Is this sufficient/sustainable?</li> <li>4) What routines are in place for good cough/sneeze hygiene? Is this sufficient/sustainable?</li> <li>5) Are surfaces regularly cleaned during the day – what resources are provided to enable this to happen?</li> <li>6) Are interior doors propped open to minimise handle contact? Is a cleaning regime in place for handles/door plates?</li> <li>7) Are clear, high profile reminders prominently displayed for children giving key messages?</li> <li>8) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• The academy will ensure that sufficient handwashing facilities are available and hand sanitiser will be available in every classroom as well in corridor dispensers.</li> <li>• Cleaning surfaces regularly that pupils are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. Teaching staff will have access to cleaning products and will clean their workspace after use.</li> <li>• Government document ‘guidance on hand cleaning’ to be shared with all staff and the principles of this with pupils. Adults and pupils will clean their hands on arrival at school, on entry and exit of the classroom and after sneezing or coughing.</li> <li>• Hand sanitiser will be freely available in dispensers on the walls in corridors and in classrooms in bottles. Pupils are actively encouraged not to touch their mouth, eyes and nose and to use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’).</li> <li>• A lidded bin will be provided in every area used. Ensure that bins for tissues are emptied throughout the day. Where possible, all spaces should be well ventilated using natural ventilation by opening windows and doors.</li> </ul>	<p>Share guidance on hand cleaning.</p> <p>Audit classrooms to ensure all cleaning products/bins are present prior to 19<sup>th</sup> June.</p> <p>Communicate with staff the protocols for entry/exit of classroom and cleaning work area.</p>
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**5. Personal Care (Pupils)**

<p>5.1 Pupil require intimate care because of toileting issues – staff are potentially exposed to additional risks.</p>		<ol style="list-style-type: none"> <li>1) Are there children with an existing intimate care plan attending? What adjustments have been made to the plan to enable staff to be protected?</li> <li>2) What protocols in terms of PPE etc will be adopted if a child needs intimate care? Will additional adults be called upon? How will social distancing be maintained?</li> <li>3) Are stocks of appropriate PPE available? Are they sufficient and sustainable? Where will they be located to ensure they are used when needed?</li> <li>4) How will parents be informed of the potential use of PPE at these times?</li> <li>5) How will pupils be prepared for the use of PPE when they are already vulnerable?</li> <li>6) What provision is in place for</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Intimate Care Policy to be checked and revised by 12<sup>th</sup> June.</b></li> <li>• Individual student risk assessments updated.</li> <li>• Staff involved in intimate care will be directed to understand use of PPE and suitable PPE will be available in all areas where intimate care may be needed.</li> <li>• Stocks of PPE will be monitored and replenished in a timely manner.</li> <li>• Physical sensory team to discuss risk assessment with relevant students and ensure both staff and student have the necessary PPE in school.</li> </ul>	<p><b>Intimate Care Policy to be checked and revised prior to 12<sup>th</sup> June and shared with relevant staff by 19<sup>th</sup> June.</b></p> <p>Ensure stock of PPE is regularly monitored and maintained so no shortages occur.</p>
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		monitoring and adjusting arrangements?		
5.2 Different groups of children sharing communal toilet facilities – risk of cross contamination.		<ol style="list-style-type: none"> <li>1) How will the number of children using communal facilities be minimised? How will privacy be maintained?</li> <li>2) Will additional cleaning be needed? How will this be facilitated?</li> <li>3) How will the risk of children meeting in communal facilities be minimised? How will this be monitored?</li> <li>4) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Students will be contained in groups of 8 in designated areas of the school. Each group of students will have a designated toilet. If students require the toilet the member of SLT on duty in that block will be available to escort the pupil to and from, to ensure social distancing. Teaching staff will have a radio to communicate with active support.</li> <li>• Students in Y10 will leave site at 12.00 in order to mitigate the need for lunchtime supervision. Y12 will leave site at 13:00.</li> </ul>	Communication to staff and students prior to 22 <sup>nd</sup> June.
<b>6. Movement around school during day (children)</b>				
6.1 Children/staff meet on corridors in large groups. Unnecessary social contact takes place		<ol style="list-style-type: none"> <li>1) How will the use of outdoor paths be maximised as methods of transit around the site?</li> <li>2) Which areas will have minimal traffic/ will staff and children be asked to avoid?</li> <li>3) Which areas will have one-way systems instigated?</li> <li>4) How will 'keep left' systems be implemented and labelled in corridors/stairs – how will this be enforced?</li> <li>5) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• A one-way system will be in all areas of the school. Transit around the site will be kept to an absolute minimum due to the students staying in a designated room.</li> <li>• Floor markings will be in place to mark out 2m distance on all corridors used and where two way movement is needed the floor will be taped and the keep left rule displayed and enforced.</li> <li>• Active support team patrolling the academy all day.</li> </ul>	
6.2 Danger of cross-contamination from door handles, equipment etc in classroom, communal and public areas		<ol style="list-style-type: none"> <li>1) Will doors etc be kept open to minimise the need for them to be touched?</li> <li>2) What cleaning regime will be needed in order to ensure that handles and door plates are not sources of cross contamination?</li> <li>3) What hand cleaning regime will be implemented to minimise the risk of cross contamination from outside the classroom – eg provision of sanitiser/soap?</li> </ol>	<ul style="list-style-type: none"> <li>• Doors will be kept open to reduce the need to touch door handles. Cleaning of spaces will take place every day with a deep clean on Wednesday.</li> <li>• Hand sanitiser will be available in every classroom and pupils/staff must use this on entry/exit. Hand sanitiser stations will also be available in corridors and on entry/exit to the academy.</li> <li>• This will be communicated to parents via letter and posters will be displayed throughout the academy highlighting hand washing protocols.</li> </ul>	

		<ol style="list-style-type: none"> <li>4) How will this be labelled/clearly communicated to pupils?</li> <li>5) What provision is in place for monitoring and adjusting arrangements?</li> </ol>		
6.3 Danger of cross contamination in communal facilities – ICT suite/library areas etc.		<ol style="list-style-type: none"> <li>1) Which communal facilities will be taken out of use/made out of bounds?</li> <li>2) Which communal facilities will remain in use but be subject to regular cleaning? How will this be facilitated?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• There will be limited communal facilities available. Pupils will stay in their designated room and remain at the same desk.</li> <li>• Each set of classrooms will have a designated toilet that will be cleaned regularly throughout the day.</li> </ul>	Confirm cleaning schedule and rooming/toilet rota prior 19 <sup>th</sup> June.
6.4 Risk of children meeting those from other classrooms whilst on errands etc.		<ol style="list-style-type: none"> <li>1) How will number of children not in class at any time be minimised?</li> <li>2) How will facilities such as SIMs messenger be used instead of ‘runners’</li> <li>3) Under what circumstances, if any will it be acceptable for a child to be out of class?</li> <li>4) How will this be communicated to staff/pupils?</li> <li>5) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Pupils will not be allowed out of the classroom unsupervised at any time. In an emergency the active support system will be used and SLT will collect/escort the pupil while adhering to social distancing.</li> <li>• A member of SLT will be constantly present in each part of the school and any issues/messages can be relayed.</li> <li>• All teaching staff will have a radio.</li> </ul>	
<b>7. Movement During School Day (Adults)</b>				
7.1 Risk of not maintaining social distancing from other adults during start/end of school day when on corridors etc.		<ol style="list-style-type: none"> <li>1) How will those staff who are not directly working together be discouraged from social contact before/after the day?</li> <li>2) How can staff be encouraged to leave the site in a timely manner at the end of the day, reducing the cross-contamination risk?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Staff will be reminded of the need to social distance at all times and not to leave the site in groups.</li> <li>• When not teaching, staff can work in isolation in a classroom or office.</li> </ul>	
7.2 Risk of meeting other adults in key communal areas – photocopier etc		<ol style="list-style-type: none"> <li>1) What provision will be put in place to reduce the number of people using/queuing for photocopier etc at any one point?</li> <li>2) How will social distancing be enforced in these areas?</li> </ol>	<ul style="list-style-type: none"> <li>• Clear signage will be visible reminding staff of only one person in the faculty work room at one time. Staff should not use communal ICT equipment and any touch screen/button devices (photocopiers etc) must be wiped down after use.</li> </ul>	Communicate to staff working practices protocols around office use.

		<ol style="list-style-type: none"> <li>3) What cleaning regime will be needed?</li> <li>4) What provision is in place for monitoring and adjusting arrangements?</li> </ol>		
<b>8. Children's Break time</b>				
8.1 Risk of children from different groups mixing in uncontrolled manner during break times.		<ol style="list-style-type: none"> <li>1) Will a system of staggered breaks be used to limit the numbers on the yard at any one time?</li> <li>2) How will the importance of prompt timing be enforced with staff?</li> <li>3) How will groupings be allocated spaces? What markings will be needed?</li> <li>4) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• The vulnerable students and children of key workers will remain in the sixth form study area during break time.</li> <li>• Y10 and Y12 students will not have an allocated break time.</li> <li>• Y10 will arrive for 9:00 and leave at 12:00.</li> <li>• Y12 will arrive for 10:00 and leave for 13:00.</li> </ul>	Communication to parents prior to 15 <sup>th</sup> June.
8.2 Risk of children playing close-contact games with peers during break times.		<ol style="list-style-type: none"> <li>1) What expectations will be put in place at breaks? What will be allowed/prohibited? How will this be enforced?</li> <li>2) What behavioural sanctions will be applied? How?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• The vulnerable students and children of key workers will remain in the sixth form study area during break time.</li> <li>• Y10 and Y12 students will not have an allocated break time.</li> <li>• Y10 will arrive for 9:00 and leave at 12:00.</li> <li>• Y12 will arrive for 10:00 and leave for 13:00.</li> </ul>	Communication to parents prior to 15 <sup>th</sup> June.
8.4 Risk of supervising adults causing cross infection if they are supervising more than one group.		<ol style="list-style-type: none"> <li>1) Are adults allocated more than one group? Can this be minimised or eliminated? If not, what controls are in place?</li> <li>2) How will staff have a comfort break if they are supervising groups?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• The vulnerable students and children of key workers will remain in the sixth form study area during break time.</li> <li>• Y10 and Y12 students will not have an allocated break time.</li> <li>• Y10 will arrive for 9:00 and leave at 12:00.</li> <li>• Y12 will arrive for 10:00 and leave for 13:00.</li> </ul>	
8.5 Risk of play equipment (fixed/non-fixed) being used by more than one group at break times.		<ol style="list-style-type: none"> <li>1) Will fixed play equipment be allowed to be used? If not, how will it be taken out of use or cleaning guaranteed?</li> <li>2) Will non-fixed equipment, such as footballs, be allowed? How will you ensure they are not used by multiple groups and cross contaminate? If you are not permitting them how will you</li> </ol>	<ul style="list-style-type: none"> <li>• The vulnerable students and children of key workers will remain in the sixth form study area during break time.</li> <li>• Y10 and Y12 students will not have an allocated break time.</li> <li>• Y10 will arrive for 9:00 and leave at 12:00.</li> <li>• Y12 will arrive for 10:00 and leave for 13:00.</li> </ul>	

		<p>keep children occupied?</p> <p>3) How will it be enforced?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>		
8.6 Risk of children mixing when entering and exiting the classroom at break times.		<p>1) How will you ensure that children exit/enter the classroom in an orderly manner? What supervision expectations are placed on staff around this?</p> <p>2) What arrangements are in place to route children into/out of the classroom? Can they directly access the outside without moving on corridors/through cloakrooms?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> <li>The vulnerable students and children of key workers will remain in the sixth form study area during break time.</li> <li>Y10 and Y12 students will not have an allocated break time.</li> <li>Y10 will arrive for 9:00 and leave at 12:00.</li> <li>Y12 will arrive for 10:00 and leave for 13:00.</li> </ul>	
<b>9. Children's Lunch time</b>				
9.1 Children mix in an uncontrolled manner exiting classroom/entering dining hall – Children mix in an uncontrolled manner in dining hall.		<p>1) Will children have an allocated lunch time?</p> <p>2) How will you ensure these timings are prompt to avoid congestion?</p> <p>3) How will you ensure that children exit/enter the dining room in an orderly manner? What supervision expectations are placed on staff around this?</p> <p>4) What arrangements are in place to route children into/out of the classroom? Is there a practical alternative to eating in the dining room?</p> <p>5) What arrangements will be made to place groupings/provide alternative locations for food to be eaten?</p> <p>6) What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> <li>Vulnerable/key worker pupils will be escorted to the canteen at 12:30 to ensure social distancing. Students will have lunch in the canteen sat on separate tables.</li> <li>Y10 students will leave the academy at 12:00 negating the need for a lunchtime.</li> <li>Y12 students will leave the academy at 13:00 negating the need for a lunchtime.</li> </ul>	Communicate arrangements to parents prior to 22 <sup>nd</sup> June.
9.2 Children queue together to be served, making it difficult to maintain social distancing		<p>1) Has consideration been made to how spacing will be maintained? Does a different serving regime need to be implemented? Is a full menu viable?</p> <p>2) What provision is in place for monitoring and adjusting</p>	See above.	



		arrangements?		
9.3 Risk of SMSAs supervising multiple groups – danger of cross contamination between groups of pupils.		<ol style="list-style-type: none"> <li>1) Has consideration been made to allocation of SMSAs? How will this be done? Are there sufficient SMSAs to have one per class or is this not attainable? If not, how will cross-contamination be avoided?</li> <li>2) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Key worker/vulnerable pupils will be supervised at lunchtime by rota staff to ensure social distancing.</li> <li>• See above regarding Y10 and Y12.</li> </ul>	
9.4 Danger of cross contamination between dining furniture, coloured choice bands, serving areas etc		<ol style="list-style-type: none"> <li>1) Will the dining hall be used?</li> <li>2) What cleaning regime will be needed between groups for tables/ chairs?</li> <li>3) How will cleanliness of counters, trays etc be maintained? What system will be used to avoid coloured bands with multiple usages?</li> <li>4) How will this be facilitated?</li> <li>5) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• See above. Dining hall will not be used for Y10 and Y12.</li> <li>• Canteen used for vulnerable students and children of key workers at 12:30.</li> <li>• Canteen cleaned daily.</li> </ul>	
<b>10. Staff break times/lunchtime</b>				
10.1 Risk of too many staff utilising toilet facilities causing cross contamination.		<ol style="list-style-type: none"> <li>1) What capacity is there for staff to be allocated different toilet facilities in different areas of school?</li> <li>2) What cleaning regime are staff expected to adhere to after use?</li> <li>3) How will cleanliness of handles and door plates be guaranteed to prevent cross contamination?</li> <li>4) What labelling etc will be needed?</li> <li>5) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Staff will have access to toilets throughout the building. All toilets will be clearly labelled and have available cleaning products inside to clean handles etc.</li> <li>• Staff onsite attendance will be monitored, but is unlikely to be above 25 on any one day.</li> </ul>	Communicate to staff which toilets are to be used and ensure cleaning products stocked in each toilet.

10.2 Risk of insufficient social distancing as staff gather in social areas at lunch/ break times.		<ol style="list-style-type: none"> <li>1) What capacity is there for staff to be allocated different rest areas and the access to these staggered?</li> <li>2) What cleaning will be needed between usage?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Staff will have access to several breakout areas in the school including the staffroom. These will be designated classrooms that will be part of the enhanced cleaning regime. If more than one person is in the breakout area, adequate ventilation must be ensured and 2m social distancing must be adhered to.</li> <li>• Social distancing will be in place within the canteen. Staff should avoid using the canteen at 12:30 when the vulnerable/keyworker students are having their lunch.</li> <li>• Staff will also be able to work in isolation in their own room.</li> </ul>	Communicate designated break out classrooms for staff and ensure this is also communicated to the cleaning team. SLT Active support to finalise the next day's cleaning schedule by the end of the day.
<b>11. Safeguarding / First Aid</b>				
11.1 Risk of increased safeguarding/ pastoral needs following self-isolation – risk of pastoral worker/ safeguarding lead cross contaminating individuals and groups		<ol style="list-style-type: none"> <li>1) What provision has been made for pastoral/ safeguarding support?</li> <li>2) Have staff been briefed to be vigilant for children displaying signs and indicators of abuse?</li> <li>3) Have reporting lines been reinforced?</li> <li>4) How will pastoral support be provided while maintaining social distancing – can outside spaces be utilised?</li> <li>5) What consideration has been made to access by social workers/Early Help etc – how will this be managed?</li> <li>6) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• Pupils' wellbeing will be prioritised on their return to the academy. In w/c 15<sup>th</sup> June all pupils in Y10 will have a 1:1 wellbeing and progress meeting, either online or in the academy. The focus of this meeting will be to check on pupils' wellbeing and offer support where necessary. It will also allow for discussion around academic progress/access to online learning etc. Concerns will be flagged up with the pastoral/safeguarding team if necessary.</li> <li>• A pastoral member of staff will be available daily and will have an allocated space to have socially distant discussions/meetings with students if necessary.</li> <li>• The Safeguarding policy will be amended to reflect partial school closure/wider reopening.</li> </ul>	<p>Update safeguarding policy prior to w/c 15<sup>th</sup> June.</p> <p>Staff will be briefed around the need to be vigilant to concerns over student wellbeing/abuse. All safeguarding training is up to date and reporting will follow the established channels to the safeguarding team.</p> <p>Communicate amended safeguarding policy to all staff and reinforce vigilance around safeguarding concerns</p>
11.2 Risk of lack of safeguarding and pastoral capacity in school due to demand / staff shortages		<ol style="list-style-type: none"> <li>1) How will capacity for safeguarding/pastoral support be maintained?</li> <li>2) What capacity is available?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• A pastoral member of staff will be present in the academy every day to support pupils in school.</li> <li>• Safeguarding and SEN staff will be in school every day.</li> <li>• Additionally, all members of the SLT will be in the academy daily to maintain safeguarding and pastoral support.</li> </ul>	Finalise non-teaching rotas by 12 <sup>th</sup> June.
11.3 Lack of appropriately qualified first aid staff means that children are not safe		<ol style="list-style-type: none"> <li>1) How will the availability of first aid provision be guaranteed?</li> <li>2) Which staff on duty have the different levels of qualification?</li> <li>3) What can be done to mitigate risk?</li> <li>4) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Update First Aid Policy by 12<sup>th</sup> June.</b></li> <li>• First aid trained staff will be available on site every day. The on-call system will be used to notify the need for first aid support.</li> <li>• Staff administering first aid will have access to the correct PPE if necessary and will have instruction on how to use it appropriately.</li> </ul>	<p>Update First Aid policy and share with relevant staff by 19<sup>th</sup> June.</p> <p>Timetable first aiders on a daily basis, communicate protocols and instructions for using PPE.</p>

<p>11.4 Key staff who administer medicine at increased risk due to close contact with children from different groupings. How will medication be received from parents?</p>		<ol style="list-style-type: none"> <li>1) Which staff have training to administer medication?</li> <li>2) How will parents hand-over medication/fill in required forms?</li> <li>3) How will compliance to Trust policies be guaranteed? What lines of communication will be in place to substantive class teachers/group leaders?</li> <li>4) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Administration of Medicines Policy revised on 11th June</b></li> <li>• PPE, at a minimum fluid resistant gloves and aprons (in accordance with MLT First Aide Policy COVID 19 update June 2020) has procured for all staff with responsibility for First Aid. Instructions on how to safely use and dispose of the equipment is included within the policy update which all relevant staff have read. PPE (in accordance with the policy) will be stored in a clearly labelled container with instructions on it's use.</li> <li>• Parents will communicate electronically or via phone. Prearranged appointments will be able to be made to drop off medication whilst adhering to social distancing guidelines. Alternatively, parents can send medication in with students if they communicate this to the academy beforehand. This will then be collected by the pastoral member of staff on arrival.</li> <li>• In accordance with Administration of Medicines Policy over the counter medications are not administered by academy staff. During periods of Covid 19 restrictions the academy will seek with parents to minimise the number of children to whom medication is administered. Medications will be administered when absolutely necessary. Staff administering medication must wear appropriate PPE (fluid resistant gloves and apron).</li> <li>• If any new medications do need to be brought into school (in accordance with the policy) this will be by pre-appointment and paperwork must be completed maintaining social distancing at all times.</li> <li>• Emergency inhalers (in accordance with the policy) if an academy emergency inhaler needs to be used it must be disposed of and the academy will replace with a new inhaler.</li> </ul>	<p>Ensure that suitably trained staff are available every day to administer medicines.</p>
<p>11.5 Pupil requires first aid for non-covid illness – staff exposed to additional risks due to proximity/body fluids</p>		<ol style="list-style-type: none"> <li>1) Have first aid areas been allocated which are well ventilated and maximise staff safety?</li> <li>2) Have stocks of relevant PPE (Masks/gloves/aprons for sickness) been placed in these areas to enable ease of access?</li> <li>3) Has provision of equipment for safely dealing with body fluids been checked and are they sufficient/sustainable?</li> <li>4) Has an emergency cleaning protocol been put in place, so body fluids are not left in areas with other children/staff present?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Revise First Aid Policy by 12<sup>th</sup> June.</b></li> <li>• First aid areas are well ventilated and where possible be administered outside. Stocks of PPE have been ordered and will be placed in all group areas.</li> <li>• Staff will have instruction on the safe use of PPE and are encouraged to use the equipment if providing intimate first aid.</li> <li>• Provision of equipment is checked and monitored daily. Lidded bins should be used for any used first aid equipment and cleaning protocols both before and after administration should be followed as outlined elsewhere in the risk assessment. Cleaning products will be provided in all areas where children are admitted and these will be kept in stock at all times. Staff will be encouraged to use these regularly.</li> <li>• As a temporary measure in order to maintain social distancing and adequate ventilation the 'medical room' will be relocated into G2.</li> </ul>	

		5) What provision is in place for monitoring and adjusting arrangements?		
<b>12. Suspected / Confirmed Cases (Children)</b>				
12.1 Risk of contamination spreading as symptomatic child continues to mix with staff / children		<ol style="list-style-type: none"> <li>1) Has a clear message been communicated to all stakeholders that any child with a raised temperature or cough will be sent home?</li> <li>2) Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted?</li> <li>3) Are supplies of soap/sanitiser and drying towels in place? Are they sustainable?</li> <li>4) Has a well-ventilated area been allocated to 'hold' children with symptoms in isolation until they can be collected?</li> <li>5) What arrangements are in place for supervision while a child is in the isolation space?</li> <li>6) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• See already revised MLT First Aid Policy, specifically: covid-19 – managing suspected covid-19 cases. Review First Aid policy by 12<sup>th</sup> June.</li> <li>• As normal school practice, if a child appears unwell, including with a raised temperature or a cough, they will be sent home and advised to follow the guidance outlined in COVID 19 – guidance for households with possible coronavirus infection document and self-isolate for 14 days.</li> <li>• This message will be communicated to all staff, parents and governors. We will continue to liaise with parents on their child's condition and eventual return to school.</li> <li>• Any child showing symptoms will be moved, if possible, to a room where they can be isolated behind a closed door (initially one of the unused classrooms). A window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people. If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul>	Brief SLT and on-site teaching staff each day.
12.2 Risk of cross contamination with other children/adults from surfaces, handles etc within classroom space.		<ol style="list-style-type: none"> <li>1) Have sufficient cleaning materials been put in place within classrooms to enable regular cleaning of surfaces, handles etc during the day?</li> <li>2) Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted?</li> <li>3) Has an emergency cleaning protocol been put in place to ensure all areas where a suspected case have been are thoroughly cleaned?</li> <li>4) What provision is in place for</li> </ol>	<ul style="list-style-type: none"> <li>• Cleaning materials will be available in all classrooms. Lidded bins, PPE, hand sanitiser will all be provided. Hand sanitiser stations on corridors will also be clearly labelled and encouraged to be used. Emergency cleaning measures will be in place to ensure any isolation areas, use of toilets by a suspected case is thoroughly disinfected and cleaned.</li> </ul>	

		monitoring and adjusting arrangements?		
12.3 Risk of spread within groupings if case is confirmed / symptomatically probable		<ol style="list-style-type: none"> <li>1) Is protocol in place to communicate with Trust regarding informing parents if a case is confirmed/symptomatically consistent with infection?</li> <li>2) Is a deep cleaning regime in place, if and when needed?</li> <li>3) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• The Trust will be contacted if a suspected case or a positive test is confirmed within the academy – this applies to children and adults alike. The name of child and known siblings will be passed centrally and this information then passed to appropriate family members and other parties quickly so risk is minimised. Other children’s families within the group will be notified of any child who has been sent home with suspected symptoms or has had a positive or negative test confirmed.</li> <li>• Where there are any cases of a suspected COVID 19 infection any staff member in proximity to the suspected infected person must use face masks and eye protection (visors).</li> </ul>	
<b>13. Suspected / Confirmed Cases (Adults)</b>				
13.1 Risk of contamination spreading as symptomatic adult continues to mix with staff / children		<ol style="list-style-type: none"> <li>1) Has protocol of any staff member who displays symptoms being sent home/not coming to work and seeking a test been implemented?</li> <li>2) Has this been communicated to staff?</li> <li>3) Have leaders been instructed to send any adult suspected of being symptomatic out of school?</li> <li>4) Has a space been allocated so any unwell adult, who is unable to drive can wait in isolation?</li> <li>5) What provision is in place for monitoring and adjusting arrangements?</li> </ol>	<ul style="list-style-type: none"> <li>• If an adult in school appears unwell and shows potential coronavirus symptoms, including a raised temperature or a cough, leaders know that they are to send them home and advised to follow the guidance outlined in COVID 19 – guidance for households with possible coronavirus infection document and self-isolate for 14 days.</li> <li>• This message will be communicated to all staff, parents and governors. We will continue to liaise with the member of staff on their condition and eventual return to school.</li> <li>• Any member of staff showing symptoms who cannot leave the premises straight away, will be moved, if possible, to a room where they can be isolated behind a closed door. A window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people. If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul>	
<b>14. Health and Wellbeing (Adults)</b>				
14.1 Risk to staff mental health and well-being		<ol style="list-style-type: none"> <li>1. What is in place to reassure staff they are working in as safe an environment as possible?</li> <li>2. Have staff been asked what they need to feel safe?</li> <li>3. What is in place to ensure that staff have opportunities for self-referral to mental health support?</li> </ol>	<ul style="list-style-type: none"> <li>• Communication with staff is prioritised to ensure clarity of procedures and reassurance around safety measures being put in place.</li> <li>• Clear signage, obvious and plentiful hand sanitiser and cleaning products, social distancing measures and clearly outlined procedures for movement around school as outlined in this risk assessment will aid reassurance of returning to work.</li> <li>• Staff suffering with mental health issues are advised to contact their GP initially, but there are counselling services available, including bereavement counselling through the MAST service.</li> </ul>	Communicate with staff outlining all safety measures in place and support available through MAST.

		4. What is in place to provide opportunities for confidential conversations/counselling sessions?	Staff should contact a senior leader in school if they require this service	
14.2 Risk to staff with pre-existing medical conditions or living with those with pre-existing medical conditions	Shielding staff	<ol style="list-style-type: none"> <li>How are these staff are kept up to date with developments in school, so they don't feel isolated?</li> <li>What are staff expectations – have these changed? Working from home / working at school?</li> </ol>	<ul style="list-style-type: none"> <li>Regular communication will take place with shielding staff through their line manager, as well as whole staff communication from the Trust and Senior Leaders.</li> <li>A staff audit has been undertaken to gauge the number of staff who are shielding, have pre-existing medical conditions or are living with someone who is shielding/highly vulnerable. These staff will not be expected to come into the academy to teach, but will be expected to deliver live online teaching in line with academy plans as well as continuing to set work via Satchel: One for all year groups.</li> </ul>	
	Staff living with someone who is shielding	<ol style="list-style-type: none"> <li>If they can't be separated from the person isolating what are expectations?</li> </ol>		
	Staff who have to self isolate/ If a member of staff develops symptoms	<ol style="list-style-type: none"> <li>What will be done to ensure safety of that member of staff and other staff who may have been in contact?</li> <li>What are arrangements if a child shows symptoms (or sibilings)? e.g. send home to isolate.</li> <li>What will actions be to inform parents/carers?</li> <li>What changes will be made to the arrangements in school?</li> </ol>		
<b>15. New staff induction</b>				
15.1 New staff induction unable to take place or school doesn't have the capacity to run this.		<ol style="list-style-type: none"> <li>Can new staff induction take place?</li> <li>If not, how will staff be inducted?</li> <li>What induction arrangements are in place?</li> </ol>	<ul style="list-style-type: none"> <li>New staff induction will take place on Tuesday 7<sup>th</sup> July. The staff (excluding the new Principal and Vice Principal are a group of 12 staff). Part of the induction day will be based in the Main Hall with social distancing guidance being followed. Other induction will include one to one meetings with HOF/HOD.</li> </ul>	CSC to check health categories of new staff when invites are sent out on 12 <sup>th</sup> June.

Approved By: Dale Jackson

Date: 11/6/2020