

Risk Assessment – Covid-19 (Autumn Term Reopening)	12.7.20	Marlborough Road Academy
Responsible Person	Judith Richens, Principal reviewed 29.8.20 ,5.9.20, 12.9.20, 17.9.20, 23.9.20, 10.10.20, 24.10.20, 3.11.20, 5.11.20	
Other Persons Involved	School Business Manager, Chair of Governors	
Guidance Material Considered	<ul style="list-style-type: none"> • DfE – Guidance for Full Opening – Schools (22 October) • DfE - Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak (21 October) • DfE - Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak (15 October) • DfE - Coronavirus (COVID-19): guidance on isolation for residential educational settings (20 July) • DfE – Face coverings in education (16 October) • BEIS - Working safely during coronavirus (COVID-19) Offices and Contact Centres (15 October). • NHS - Test and Trace – How it works (8 October) • PHE - COVID-19: cleaning in non-healthcare settings outside the home (16 October) • CLEAPSS - COVID-19 guidance re science, design and technology • AfPE – Coronavirus guidance and support re school sport • OEAP – Coronavirus guidance re educational visits • Music Mark – Guidance for Schools and Music Providers 	
Staying Covid Secure – Our Commitment		
<ul style="list-style-type: none"> ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment. ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils. ✓ We will share this Risk Assessment and its findings with employees and consult on its contents. ✓ We will continue to comply with all relevant Health and Safety Legislation. ✓ We will have regard to statutory guidance, in particular the guidance issued by the Department of Education regarding school reopening and implementing protective measures in education and childcare settings against COVID-19. <p>We have regard to advice and guidance issued by Public Health England.</p>		
Details		
<p>Covering staff and pupil H&S and completion of key compliance tasks during the Covid-19 pandemic, for the reopening of schools in Autumn 2020 and for those staff who will continue to work from home.</p> <p>To minimise the risk of infection to all persons, the following system of controls has been applied by the school</p> <ol style="list-style-type: none"> 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) where recommended, the use of face coverings in school 3) Clean hands thoroughly more often than usual 		<p style="text-align: right;">Are Control Measures</p> <p style="text-align: center;">Y</p>

	<p>4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>6) Minimise contact between individuals and maintain social distancing wherever possible</p> <p>7) Where necessary, wear appropriate personal protective equipment (PPE)</p> <p>8) Always keep occupied spaces well ventilated</p> <p>9) Engage with the NHS Test and Trace process</p> <p>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>11) Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> • Numbers 1 to 5 and number 8 are in place in all the time. • Number 5 is carefully considered with suitable management strategies deployed that account for the specific operating characteristics of the school. Details of which are included in this risk assessment. • Number 6 is carefully considered with suitable management strategies deployed that account for the specific operating characteristics of schools. Details of which are included in this risk assessment applies only in specific circumstances. • Number 7 applies only in specific circumstances • Numbers 8 to 10 are followed in every case where they are relevant. 	
--	---	--

Hazard	Who is at Risk	How Can the Hazards Cause Harm	Control Measures Currently in Place	In Place?	Residual Risk Acceptable?
Infection Control (people)	Staff, Pupils, Visitors	Staff contracting COVID-19	<ul style="list-style-type: none"> • An individual risk assessment is available for those who feel they may be at higher risk from infection - The individual risk assessments have been reviewed in line with updated guidance from United Learning and based on information previously supplied. • Clinically extremely vulnerable staff are advised to work from home- individuals in this group have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past. All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable. • Any staff who are not required in school and can continue to work from home will continue to do so. <ul style="list-style-type: none"> - There are no staff who fall into this category, so all are expected to return to school in September. - Pregnant members of staff to deliver distanced catch up • Health screening of staff carried out weekly (are you unwell, is anyone in your household unwell) with records held on forms. Staff who are unwell should not come to work if they have any one of the classic symptoms • Any staff member with symptoms of COVID-19 is sent home to self-isolate for 10 days and instructed to undertake a COVID-19 test. Their household members are required to self-isolate for 14 days. The Regional Director is informed immediately and a record kept at school level. This will be recorded by the School Business Manager or the attendance officer, in the event of an absence for the SBM. 	Y	Y

		<ul style="list-style-type: none"> • To support the testing process, the school have been provided with a supply of home testing kits. Administration of tests/record keeping on Arbor by an allocated member of staff- SBM to ensure families/staff who may otherwise struggle, access testing. Additional tests have been ordered • If the test is positive: <ul style="list-style-type: none"> ○ The staff member remains off for 10 days from the onset of symptoms and after that they can return if they feel well enough. They can return if a cough or anosmia persist beyond this time. ○ The staff member must engage with the NHS Test and Trace programme. ○ The staff member must notify the school immediately. ○ The school contact their local Health Protection Team and NHS via the DFE Helpline 0800 046 8687 for advice on any further action required in school. The school will inform OFSTED, if requested. ○ The school will review the case against the Group guidance on <i>COVID-19 and ARMS</i> to establish if it was likely that the infection was contracted as a result of occupational exposure. ○ If the test is returned negative the staff member can return to school when they feel well enough to do so. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating (from guidance 28.8.20). • Where a staff member indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the staff member can return to school if they do not have any COVID-19 related symptoms. • Should a staff member test positive for COVID-19, in line with https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-have-had-close-contact-with-someone-who-has-coronavirus all those who are known to have come into close contact with the staff member in the 48 hours before they developed symptoms and the time since they developed symptoms and/or the other members of the relevant 'bubble' are asked to self isolate for 14 days and to take a test if they develop symptoms. The Regional Director and LA are informed immediately of any positive tests and Arbor updated. <p>Close contact means:</p> <ul style="list-style-type: none"> • having face-to-face contact with someone (less than 1 metre away) • spending more than 15 minutes within 2 metres of someone • travelling in a car or other small vehicle with someone (even on a short journey) or close to them on a plane <p>The school records will be checked against anyone contacted by track and trace to ensure that all staff/pupils are contacted.</p> <ul style="list-style-type: none"> • Additional training provided for staff supporting pupils with individual handling plans. PPE available for staff working with pupils known to spit and blow in adults faces and for those changing pupils still in nappies. Plans shared with parents/carers. 		
--	--	--	--	--

			<ul style="list-style-type: none"> Update the audit of staff travelling on public transport or taxis. All those doing so are reminded about the measures to be taken to reduce risk e.g. use of face coverings, social distancing Staff are encouraged to walk or cycle to school, if possible , to minimise journeys and to avoid public transport if they can School has measures in place to take account of possible late arrival of these staff, if wait times are longer Discuss other options with staff Loss of site/ facilities staff due to infection will prompt a decision about whether the school can remain open. SBM and Principal are both trained in the unlocking and locking up procedures and arrangements are in place with Essential Hygiene to support cover to be provided in the event that no site staff are able to attend site. Discussions have also taken place with Teacher Active agency, who can supply site staff. 		
		Pupils contracting COVID-19	<ul style="list-style-type: none"> Any pupil with symptoms of Covid-19 should not attend school for 10 days and is expected to undertake a test under the NHS Test and Trace programme. The pupil/parents are instructed to notify the school immediately if a positive result is obtained. If a child is unwell/showing symptoms of COVID-19 they are brought to the temporary first aid room. PPE is available for an accompanying adult, where the adult cannot be 2m away from the child due to their age/level of distress. Parents/Carers called to collect the child Emergency contact numbers reviewed and updated, where they have changed during the lockdown period. Grandparent numbers re-instated as viable contacts- unless local or national restrictions prohibit this. To support the testing process, the school have been provided with a supply of home testing kits. Administration of tests/record keeping on Arbor by an allocated member of staff- SBM to ensure pupils who may otherwise struggle, access testing. Families advised to call 119 to access testing if they do not have internet access. Priority access for staff and their households via local arrangements – Spirit of Salford and 3 tier approach. School community made aware that accessing a testing site will return quickest results. The kits supplied to school are to be used in exceptional circumstances only. Where a positive result is obtained, the school will contact the NHS via the DFE Helpline 0800 046 8687, local Health Protection Team for advice on any further action required. The school will inform OFSTED, if requested A negative result means the pupil can return to school. Where a pupil indicates an individual in their household is unwell with symptoms compatible with Covid-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the pupil can return to school if they do not have any COVID-19 related symptoms. If a child is sent home with symptoms of COVID-1,9 the Regional Director is informed immediately and a record kept at school level. This is recorded on Arbor by the School Business Manager or the attendance officer, in the event of an absence for the SBM. 	Y	Y

		<ul style="list-style-type: none"> Should a pupil test positive for COVID-19, in line with https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-have-had-close-contact-with-someone-who-has-coronavirus, all those who are known to have come into close contact with the pupil in the 48 hours before they developed symptoms and the time since they developed symptoms and/or the other members of the relevant ‘bubble’ are asked to self isolate for 14 days and to take a test if they develop symptoms. The Regional Director and LA are informed immediately of any positive tests and pupil records updated on Arbor. Encourage staff and families to engage with the NHS COVID 19 App to support track and trace and direct them to the NHS helpline if further support is required during a period of isolation. <p>Close contact means:</p> <ul style="list-style-type: none"> having face-to-face contact with someone (less than 1 metre away) spending more than 15 minutes within 2 metres of someone travelling in a car or other small vehicle with someone (even on a short journey) or close to them on a plane <p>The school records will be checked against anyone contacted by track and trace to ensure that all staff/pupils are contacted.</p> <ul style="list-style-type: none"> The medical status of any pupils formerly shielding to be checked to see if they are expected to attend school (3.9.20, 2.11.20). This will be kept under regular review and all recommendations from medical professionals will be observed. Annual staff training will be delivered on 3.9.20 and 4.9.20 by specialist nursing team to those staff working with these children. Pupils, whose doctors have confirmed that they are still clinically extremely vulnerable are advised not to attend school, but to engage in remote learning. Pupils who are not clinically extremely vulnerable, but who live with someone who is, should still attend school. Care plans for pupils with medical conditions are updated to reflect any changes to their care as a result of COVID-19. Parents/carers and medical professionals consulted. Staff training for diabetic pupil booked for 3.9.20 with diabetic nursing team. Staff training for pupils with epilepsy and pupils with severe allergies arranged by SENCO. Individual handling plans reviewed with relevant parents/carers to take account of a return to statutory attendance and amended behaviour policy. Plans shared with pupils, including possible use of PPE and positive handling Any pupil not able to be at school, who is not unwell, should be given immediate access to remote education – remote learning plan is in place. Nurture class returned to original space in school from its temporary re located space. The most vulnerable pupils return to familiar surroundings and routines in order to reduce SEMH incidents and enable pupils to settle back into school. Focus for these pupils on safe interactions with others. 		
--	--	---	--	--

		Visitors contracting COVID-19	<ul style="list-style-type: none"> All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon. Schools can use the QR code system to log visitors if they wish – this has not been adopted Details of local procedures communicated to all visitors before they come to site. Parents advised to drop children off alone, i.e. not to come with partners or family. Staggered drop off and collection times for pupils to avoid large groups of adults congregating on site or at gates – each class bubble has a designated arrival and departure time and uses one of the three allocated gates. Parents encouraged to use card payment for dinners and uniform. All cash handled by staff wearing gloves. Office open between 10am and 2pm for parents to avoid creating queues at the start and end of the school day/ avoid congestion in the school office. Parents and external agencies in school by appointment only. Flow is controlled, markers in office and outside support visitors in keeping their distance, signage explains that only 1 adult is allowed in the school office at any one time Parents encouraged to use phone calls or info@ e mail for enquiries. Where face to face meetings are essential and other options are not available, they are by appointment only and social distancing rules are adhered to. This is also the case for external agencies and other professionals. Contractors attending while school is operational to be notified that the school is operational and their access requirements reviewed on a case by case basis. Separate toilets are available. 	Y	Y
Suspected / confirmed case in school	Staff/ pupils	Potential contamination of surfaces and for person to person spread	<ul style="list-style-type: none"> Pupil/staff member sent home and instructed to order a test under the NHS Test and Trace programme. Individual provided with a test by the school if supplies allow and where the school believe providing a testing kit may increase the likelihood of a test being completed. School is able to access replacement tests via the online portal Pupil isolated in secure area (Parents’ Library and the toilets opposite used as temporary sick bay, window kept open for ventilation, viewing panel in door) if awaiting collection in line with government guidelines. The decision to send a child home where symptoms of COVID-19 are suspected, will be made by the Principal/delegated member of SLT where the Principal is not in school. Advice will be sought from trained first aider, where necessary. Staff and pupils who were with the affected party should wash their hands thoroughly but do not need to go home unless symptomatic themselves or should they subsequently be identified as a ‘close contact’ where the original suspected case is confirmed as positive. A small quantity of PPE, i.e. disposable face masks, gloves, and apron and suitable waste streams will be required for handling suspected cases where 2m separation cannot be maintained. Waste from the sickbay and from the tissue bins in teaching spaces is double bagged and stored for 72 hours before being disposed of with the normal school waste. Cleaning and disinfection carried out by cleaning staff in accordance with DfE guidance COVID-19: cleaning of non-healthcare settings in https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#music-dance-and-drama-in-school (28 Aug) 	Y	Y

			<ul style="list-style-type: none"> Pupils/staff travelling from abroad should adhere to the self isolation rules in place at the time - https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk 		
Infection Control (practices)	Staff, Pupils, Visitors	Operational practices in place to minimise the risk of the spread of infection	<p><u>Good Hand and Respiratory Hygiene (key principles to be applied)</u></p> <p><u>PUPILS:</u></p> <ul style="list-style-type: none"> Soap and running water or alcohol based hand sanitiser to be readily available, signage advocating more frequent handwashing and providing a visual model in all toilets. Numbers leaving classroom to use toilets limited to one at a time and recorded in sign out book to reduce contact between pupils from different bubbles in K.S 2 and to support contact tracing if necessary. Pupils reminded regularly about thorough hand washing and good handwashing technique is reviewed with all pupils in assembly and in class meetings. Hands cleaned by all pupils, staff members and visitors, using soap or sanitiser on arrival, after break, when changing rooms, and before eating (at a minimum) and for pupils, before and after accessing the outdoors. Pupils adopt social distancing lines when queuing to use sanitiser where possible but recognising that this is to provide a guide only. Skin friendly cleansing wipes used for those who need assistance in cleaning hands- Nurture gp Practices built into school behaviour culture. Behaviour policy has been updated and shared with staff and explained to pupils in assemblies and class meeting time Walkways established in corridors in K.S 1 with directional arrows and dividing line down the centre and one way system in K.S 2 Lockers used to store pupils' coats, bags and lunch boxes at K.S 2 to have handles wiped with anti bac spray by pupils after use and at the end of the day by the cleaners. Pupils wait to access lockers safely by standing on distance markers along corridors Cleaning demands revisited with contractor following transfer to new provider (Citywide to Essential Hygiene)– remove additional cleaner during school day, but retain deeper clean at end of week and access to cleaning materials in classrooms throughout the day for additional or emergency cleaning. Extend to include locker doors. COSHH sheets provided. Hard surface cleaner purchased for wiping down surfaces during the day. COSHH sheets printed Playgrounds designated for use by classes on a rota at playtime and lunchtime. EYFS considered as a class bubble, as usual practice is to operate as a unit (low numbers) Use of shared resources reviewed and limited to class bubble. Cleaned after use. Reading books issued to go home but stored in a box for 72 hours when returned, before being wiped down and returned to the resource base Personal I resource packs for pupils from Y1-Y6. 	Y	Y

			<ul style="list-style-type: none"> • Forward facing tables for pupils in classrooms from Y1-Y6. Pupils sit shoulder to shoulder in pairs at each table and encouraged not to face one another. • Catch-it, bin-it, kill-it, promoted throughout school. Techniques for coughing and sneezing and handwashing revisited with pupils in assemblies and class meetings. • School provides tissues and sufficient bins to support disposal of waste. • School considers support for those who may have difficulty or those who spit or use saliva as a sensory stimulant – PPE for 1-2-1 support staff, as required. • Face coverings in school not recommended but are required for those >11 yrs using public transport – will require control on entry. Pupils travelling to school on public transport (MA, AA) to place face masks in plastic bags, stored in the temporary sick bay (parents’ library) if they decide to wear them as they are all under 11 years old. Pupil to bring face mask to sick bay and collect from there at the end of the day. • Reading and library books returned to school are collected in a designated container and left for 72 hours, before being returned to the shelves. • Arrival and departure of pupils – Separate entrances allocated for EYFS, Y1,2,3 and Y4,5,6. Markings at 2m apart on yard to allow safe gathering of pupils on arrival and dismissal from school. Staggered arrival and leaving times for pupils in class bubbles. Systems for drop off and pick up amended to reduce pressure on pavement space directly outside school gates on Dudley street. • Drop off = staggered times still stand and pupils are fed down long path with 2m distanced markers along it, into the playground to line up on distanced markers for their bubble, where they are collected by the teacher. <ul style="list-style-type: none"> • Pick Up – staggered times stand but parents queue on distanced markers on the path and loop round in a one way system and out of the side access of the vehicle gate. Vehicle movement in car park suspended between 3-3.30pm. • Markings on path ways at 2m apart, in corridors and outside classrooms, staff on doors, stairs and gates to encourage movement into class 1 at a time, hand sanitising on the way in and the reverse when going home. • No parents to enter site beyond the school carpark for drop off and pick up. New Nursery pupils are last in the stagger for drop off to allow some flexibility around pupils reluctant to come into school/be separated from parents in September. • All classrooms have been cleaned in line with requirements prior to return of pupils on 7.9.20 • Government advice re face coverings for pupils to be followed. School to follow UL PPE policy and to share the approach with parents via the school website. <p>STAFF:</p> <ul style="list-style-type: none"> • Staff and the LGB have been consulted as part of the risk assessment process and their views have been taken into consideration 		
--	--	--	---	--	--

			<ul style="list-style-type: none"> • The 'Big Picture' shared with staff. Staff understand their roles and operate staggered timetables effectively to ensure bubbles do not mix. A walkthrough is completed prior to the return of the pupils. • Arrival and departure of staff – staff enter via main entrance and use hand sanitiser before moving to other parts of the building and as they leave. Staggered start times for pupils result in staggered start times for staff. This reduces footfall in the school office at any given time. • Staffrooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put into place to allow for social distancing. A further space has been identified to account for the increased number of staff on site – Meeting room and staff with offices to use their own office space for breaks to reduce pressure on room in communal spaces • Staff have been briefed on the use of these rooms, and use is staggered. • Staff able to take home the books of pupils in their class for marking and other school based resources, as long as they are limited to use within this class bubble. Visualisers have been purchased to allow in the moment coaching /feedback to pupils/work scrutiny and pupil conferencing, where books from different bubbles cannot be handled. • Movement of pupils and staff throughout the day is controlled • Clear signage is displayed • Floor markings (directional and spacing) in place for pupils and staff inside the building. One way system in place in K.S 2 and corridors divided by tape in K.S 1. • Perspex screen erected at office counter. • Office staff follow stringent hygiene procedures, regular handwashing and always after handling post. Hand sanitiser on counter. Hard surface cleaner used after every transaction. • Parents encouraged to pay by card by telephone. Office open to parents between 10am and 2pm to relieve pinch point times at start and end of day. • Letters to be passed under screen and parcels left on floor for collection by office staff after 72 hours • Food bank sessions held between 10am and 2pm and current social distancing measured applied. Food collection moved to sports hall building to reduce number of adults collecting near the school office. This space is not being used to deliver the curriculum. • Meetings – there will be no meetings on site unless social distancing can be applied, and no other form of meeting is possible. Meetings will be either by skype or Teams. Meetings may be recorded with the agreement of the participants • Staff briefed about not using the air con in the intervention room • Government advice re face coverings for staff to be followed. Staff given the option of wearing transparent visor in all areas and/or face coverings in the staffrooms to address concerns around staff confidence, 1-2-1 conversations around public health advice held, letter sent to inform parents. Group PPE policy to be followed. Staff briefed around safe removal of face coverings 		
--	--	--	---	--	--

			<p>3.9.20. Staff required to wear face coverings in common areas such as the staff room, where local COVID alert level is high or very high or as directed by UL Trust.</p> <ul style="list-style-type: none"> Specific personal risk assessment completed for pregnant member of TA staff, in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). consideration given to The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women, from 28th week. 		
			<p><u>Grouping (key principles to be applied)</u></p> <ul style="list-style-type: none"> School to do all it can to minimise contacts and mixing while still delivering the curriculum. <p>All pupils in class bubbles, with the exception of the EYFS, which usually runs as the equivalent of a class (a unit), due to low numbers and the constraints of staffing as separate classes (x4 part time staff and a pregnant TA). This is the smallest group pupils can be split into to ensure that a full curriculum is delivered, and ratios are maintained.</p> <p>All class bubbles have TA support from designated adults in the morning to support learning in English and Maths</p> <p>Pupils requiring 1-2-1 support have allocated TA as part of their class bubble</p> <p>Sports coach and TA work with groups across K.S 2 but from a distance, delivering coaching from a 2m square box demarcated on the floor (outside and inside). Where coaching takes place inside, the space is well ventilated. Sports coach and TA briefed on maintaining their distance to preserve the integrity of class bubbles</p> <p>HLTA delivering specialist tuition for those pupils at the very early stages of learning English and more than 2yrs behind their chronological age in maths does so remotely using Teams. Pupils remain in their class bubbles with chromebooks and head sets.</p> <p>PPA and VP release covered by SENCO with distancing measure in place in Y6</p> <p>X4 regular supply teachers (2 exclusive to MRA) to cover the PPA that cannot be covered in house and where part time contracts in EYFS cannot be covered by pregnant member of staff.</p> <p>Where staff deliver catch up programmes this is either done virtually, using Teams or on a 1-2-1 or small group basis (where all the pupils come from the same class bubble) with distancing as mitigation. Teaching spaces cleaned between groups and resources rotated or cleaned after each group depending on demand.</p> <p>Assemblies to be delivered via Teams to pupils in their classrooms</p> <ul style="list-style-type: none"> Early years settings no longer have limits on group size (from 20 July). <p>Break (Pupils)</p> <ul style="list-style-type: none"> Plan in place for staggered playtimes, lunchtimes, staffing and movement to and from play spaces. All pupils remain in their class bubbles. In EYFS use of the outdoor space can be free flow as they are one bubble. In K.S 1, the mixed age class has its own play space and the Y1 and Y2 classes use the K.S 1 yard on a rota basis. At K.S 2, the large playground has been divided into two with a 2m wide corridor separating the two sides. 	Y	Y

The space is used by 2 class bubbles simultaneously, but the bubbles do not mix and are supervised separately.

Scientific advice suggests that the virus can survive for up to several days on some hard surfaces, particularly when indoors. These risks are reduced when outdoors, where surfaces may be subject to UV light and/or rain.

- All pupils and staff will use hand sanitiser before using any outdoor equipment and will use hand sanitiser before they re-enter the building.

Lunch/Breakfast (pupils)

- School kitchen re opened. A mixture of hot and cold meals served. In EYFS and K.S 1, hot meals on offer at all times, class bubbles eat in K.S 1 hall on a rota basis with cleaning between groups.
- At K.S 2 where there are too many pupils to move through the dinner hall in class bubbles, a rota is in place. Half of K.S 2 eat cold lunches/jacket potatoes/finger food in their classrooms and half eat hot lunches in the dining hall on a week on week off basis.
- Pupils briefed on safe standing distances in queue for collecting food at the counter
- Timetable for use of halls for dinners includes time for tables to be cleaned between sittings.
- Play spaces at lunchtime are as per break time and used on a rota basis. Sports coach and TA to supervise and direct activities from boxes marked out on the yard to ensure 2m distancing from pupils. One indoor option available to one bubble of pupils daily and supervised by the TA from that bubble. Equipment cleaned between use by different bubbles.
- Toilets no longer have designated cubicles at K.S 2 and return to upper and lower K.S girls and boys respectively. Markers outside indicate where to wait, if the cubicles are full. EYFS toilets are self contained within the EYFS bubble. At K.S 1, there are sufficient sets of toilets to have one for each class bubble.
- Breakfast Club available for parents needing childcare before school. Pupils sit in class or sibling bubbles at tables spaced 2m apart from one another – 8 tables required (parental survey of need conducted July 2020). Bagels served to class bubbles to ensure all pupils have eaten at the start of each day. No toast sold at playtime to avoid handling cash.
- First aid provision by dedicated first aider (additional member of staff). PPE provided for this person. Training day on 3.9.20. Maintenance of personal hygiene and wearing correct PPE/clothing as necessary. Training provided by specialist nursing team on this day for 1-2-1 TAs for x2 pupils requiring specialist medical care: x1 child tube fed, x1 child with diabetes. Staff training to be arranged for teachers and TAs in x2 classes with pupils with severe allergies and epilepsy. Training to reflect appropriate precautions due to COVID-19. Care plans updated in response to advice received from specialist nurses.
- Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted- swimming lessons to be delivered to one class at a time rather than the year group
- No expectation that young children distance within their groups.
- Partial fulfilment of these aims acknowledged as being of benefit.
- Siblings can be in different groups.
- Parents informed of arrangements and logistics by letters /emails/Principal's SWAY

Break (Staff)

			<ul style="list-style-type: none"> • Timetable staff break times to ensure these happen with still appropriate levels of cover. Rotas for staggered playtime and lunchtime start and end of day, including staff to marshal outside to ensure one way system is adhered to. • Supervision rota in place - cover provided at lunch by same person each day Aim to reduce contact between staff and pupils: • Keep groups apart as much as possible - One way system in operation in the junior building and corridor divided in half with directional arrows in K.S 1. EYFS to walk around the outside of the building to access dinner hall whenever possible to reduce likelihood of passing pupils from Y1 or 2 class bubbles • In shared environments/equipment increase cleaning frequencies Staff toilets are no longer designated by cubicle. Contractors still to use toilet in school reception. Cleaning products available for additional cleaning. • To enable the tracing process to be work effectively, school keep a comprehensive record of group/bubble composition and records of any close contact that takes place between children and staff in different groups. Close contact is defined as, <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person • Lists are kept and maintained, identifying which group an individual is part of so that breaches of these groups can be identified. 		
			<p><u>Measures within Classrooms – (key principles applied)</u></p> <p>Primaries and EYFS/Nursery–</p> <ul style="list-style-type: none"> • Distancing remains unlikely to be possible. Focus remains on small group size and separation of groups as control mechanism. • In Y1-Y6 pupils sit shoulder to shoulder in pairs at forward facing tables and remain behind a line on the floor, when being taught by any member of staff who moves between groups • In Y1-6 pupils have their own designated seat and equipment to remove the need to move around the space • In EYFS unnecessary furniture has been removed and surfaces remain clear to easily cleaned. Soft furnishings have been removed. Items such as dressing up clothes are washed each evening. • Toys/equipment washed regularly or rotated • Reducing classroom capacity and removing furniture as necessary. • Furniture to be stacked in empty classrooms at KS2 and removed to Hightown Centre for KS1 for any classrooms previously unused since 1.6.20 	Y	Y

		<ul style="list-style-type: none"> • Avoid contact with anyone with symptoms. Each class has an additional adult in the morning and each key stage has a Key Worker in the afternoons to ensure any child who feels unwell or displays symptoms can be removed from the class bubble and taken to the sick bay. PPE is available • Frequent hand cleaning and good respiratory hygiene practices, hand sanitiser and cleaning products in classrooms, all pupils provided with tissues. • Regular cleaning of setting with more intense clean on Fridays. Cleaning products available in each classroom for any additional cleaning but stored above child height. All cleaning products meet required specification. Tissue bins in each teaching space • Pupils to enter the room in an order that means that they have minimal close contact with others moving to their seats, gaps left between tables to allow pupils to get up without having to move past an entire row of pupils • Access to classrooms directly from the outdoors where possible • Windows opened where possible, where temperature allows it, and without creating undue risks. • Non-fire doors propped open to remove need for hand contact. Hold open mechanism on corridor fire doors minimise hand contact. • No use of the air conditioning in intervention room. 		
		<p><u>Measures Elsewhere (key principles applied)</u></p> <ul style="list-style-type: none"> • Groups to be kept apart where possible. • Assemblies/worship to continue to be delivered remotely via Teams • Timetable to keep groups apart and minimise movement around the site as much as possible. • Passing the odd person remains low risk but consider pinch-points – one way system in junior building, corridor split into two with directional arrows in K.S 1 and EYFS to walk around the outside of the building to reach lunch hall • Review access to print rooms/photocopiers ideally limiting to one person. • Hard surface cleaner provided in copier room, staff room and staff toilets to wipe down after use. • Consider impact on fire evacuation (though in a real fire the risk from fire takes precedence). Fire drill held week beginning 7.9.20 • Random contact tracing exercise staged weekly as a drill • Staggered break and lunch, to minimise mixing of groups with cleaning of dining hall surfaces between groups. EYFS playground accessed by one bubble only, Y1/2 mixed class have designated play space, Y1 and Y2 classes access K.S 1 yard on a rota basis and K.S 2 classes play in half of the yard per class with a corridor between them. • Consider staff spaces. Staff room use may be impractical. Refer to BEIS guidance on <u>Office and Contact Centres</u> for guidance on staff only areas. Additional space to be converted into staff room space to account for increased numbers of staff on site. Usage is on a rota, as lunch and break times are staggered. • Where multiple staff have to occupy a single office and 2m separation is not possible: 	Y	Y

			<ul style="list-style-type: none"> • Work back-to-back • Install screens between workstations • Developing a rota so that staff don't have to work together • Prohibit shared workstations if robust cleaning cannot be ensured between users • Complete and display the <i>Covid-19 Secure in 2020</i> poster • Regular and thorough handwashing or use of alcohol based sanitiser to be carried out by all pupils and staff members including: <ul style="list-style-type: none"> • On arrival and before departure • Before break • When groups change areas • After using the bathroom <p>Use of the sportshall by external provider out of school hours for Karate lessons suspended from 5.11.20</p>		
			<p><u>Measures for Arrival and Departure (key principles applied)</u></p> <ul style="list-style-type: none"> • Stagger start and finish times to prevent groups mixing where possible, but without reducing the amount of teaching time. • Class bubbles use a designated gate for arrivals and departure – EYFS from Chisselden Ave, Y1, 2 3 from the Chippy and Y4,5,6 from Dudley Street. • Communicate revised arrangements to parents and agree a process for drop off and collection to prevent gathering at the school gates. • Breakfast club to be accessed by small number of pre booked in families – early entry via Dudley street (8.00-8.15 arrival slot), adults and pupils reminded to distance should they arrive at similar times • All pupils to sanitise hands on way into breakfast club and before moving from breakfast club to the classrooms. • Process required for those arriving wearing face coverings, including safe disposal (covered bin) and wash hands before going to class (note point 2 on the system of control 'Clean hands more often than usual' which accepts alcohol based hand sanitiser as a suitable substitute for soap and water. This may be more practical for schools that have large numbers of pupils arriving by public transport. Pupils travelling to school on public transport to place face masks in plastic bags, stored in the temporary sick bay (parents' library) if they decide to wear them as they are all under 11 years old. 		

		<p><u>Other Considerations (key principles applied)</u></p> <ul style="list-style-type: none"> • Specific assessment for those with SEND needs to help with adjustments. Nurture class returned to original space in school from its temporary re located space. The most vulnerable pupils return to familiar surroundings and routines in order to reduce SEMH incidents and enable pupils to settle back into school. Focus for these pupils on safe interactions with others. • 1-2-1 support in place for pupils with EHCPs. Staff working with pupils avoid facing pupil at face height. PPE available for supporting pupils who spit. • All IEPs/EHCPs/Boxhall profiles are in place and updated to reflect current specific needs of pupils • Positive handling to be used as a last resort, if necessary. Hygiene processes to be observed following any intervention. Staff refresher training and review of Principles of Nurture completed. • Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff e.g. therapists work as normal, wearing PPE. • Consider contractors and other visitors to site so that they can distance as much as possible. Explain local processes to them before arrival. Keep a record of all visitors on Arbor (sign-in books fine so long as entries as legible as schools may be required to trace persons if required to by PHE). Contractors and visitors continue to use designated toilet • Support staff receive refresher training in working effectively with pupils, so that they are able to catch up and fill gaps following long absence from face to face tuition – scaffolding, modelling, developing language, emotion coaching (w/b 13.7.20) • After school catch up clubs continue to be delivered from 5.11.20 during national lockdown, but any other provision not for the purpose of providing registered childcare, childcare activities or to enable parents to work or search for work, undertake education or training will cease for the period of national lockdown. • Equipment – <ul style="list-style-type: none"> • Personal items, e.g. pens and pencils to remain individual for Y1-6 and be cleaned each day in EYFS • Classroom resources – can be used freely within the bubble/group, but subject to regular cleaning • Resources shared between groups will require frequent meticulous cleaning, i.e. always before being used by another group, or quarantined for 48 hours between use (72 hours for plastic items)- library books, sports equipment • Sports equipment to be cleaned between groups • Laptops and iPads to be wiped down after use – pupils in each class bubble to be allocated the same device each time and a record kept by class teachers • Outdoor play equipment cleaned more regularly • Pupils should limit the amount of equipment they bring to school – coats, book bags, lunchboxes, PE kits to be worn under clothes on PE days to stop the need for changing 		
--	--	--	--	--

			<ul style="list-style-type: none"> Resources can be taken home where it contributes to education and development and subject to the same rules re cleaning and rotation as above. <p>EYFS</p> <ul style="list-style-type: none"> Soft furnishings should be removed Toys in EYFS to be washed regularly, dressing up clothes to be washed daily Parents can settle their children, but need to abide by any local rules re face-coverings and the school's visitors procedure. Their time on site and contact with others should be limited Supervised toothbrushing can be carried out using the dry-brush method 		
			<p><u>Dedicated school transport (key principles applied)</u></p> <ul style="list-style-type: none"> Is not public transport and so 2m or 1m+ social distancing won't apply in Autumn term. <p>Trips/visits to take place in class bubbles rather than as year groups. Swimming lessons reduced to one class at a time rather than the year group all together. Coach travel for one complete bubble. Group and to sanitise hands getting off and onto the coach. Dedicated lead identified as SBM. Pupils to sit as far apart from each other within their bubble as possible and in same seat each week with their classroom shoulder partner. Organised boarding system in place. from w/b 2. 11 20 swimming lessons cancelled due to national lockdown.</p> <ul style="list-style-type: none"> No one with symptoms is to travel, or if they live with someone with symptoms Ventilation maximised on coach by opening windows/ceiling vents <ul style="list-style-type: none"> Advice obtained from Salford Community Leisure re changing facilities/arrangements at swimming pool. Advice from Swim England followed. SBM to liaise with provider. From w/b 2/.11.20 swimming lessons cancelled due to national lockdown Principles outlined above should be carried over, with emphasis on maintaining groups where possible If maintaining groups is not possible then some form of distancing should be implemented, and perhaps the wearing of face coverings (though younger children may have difficulty with this). DfE to publish further guidance for LA provided transport. 	Y	Y
			<p><u>Public Transport (key principles applied)</u></p> <ul style="list-style-type: none"> Steps taken to depress demand at peak times (Stagger start/finish times). 9 families are known to travel to school by bus or taxi and all are under 11 years old Staggered start and finish times in place so families can avoid the busiest times Promote walking/cycling to school if possible 	Y	Y

			<ul style="list-style-type: none"> • Face coverings are required on public transport for all over 11 years old. Schools need to plan for how to manage safe arrival of these students (See above) Where pupils wear face coverings they are stored in a plastic bag in the sick bay during the school day • No trips and visits to use public transport 		
Infection Control (premises)	Staff, Pupils, Visitors	Changes to or introduction of physical control measure to minimise the risk of the spread of infection	<ul style="list-style-type: none"> • Any unnecessary furniture removed to aid distancing between groups • One way system implemented in corridors and on stairwells in the junior building. Arrows are displayed on walls and marked onto the floors to show direction of travel. Wide corridors in K.S 1 split in half with directional arrows marked in tape on the floor. • Demarcating playground space to help with group management - EYFS playground accessed by one bubble only, Y1/2 mixed class have designated play space, Y1 and Y2 classes access K.S 1 yard on a rota basis and K.S 2 classes play in half of the yard per class with a corridor between them. • Demarcating staff rooms or other areas where adult may congregate. Staffroom has been reviewed and appropriate configuration of furniture and work stations have been put into place to allow for social distancing. Additional staff room space created to accommodate an increase in staff, although use is regulated through staggering of breaks. • All control measures discussed with staff at Teams staff meeting on 15.7.20 and walked through on 3.9.20 at INSET • Review access to print rooms/photocopiers ideally limiting to one person. Viewing panel allows staff to see if anyone is using the copier, cleaning products available in copy room for cleaning control panel after each use. Staff briefed in use of the copy room. • HVAC system switched off in support classroom • Windows opened where possible, where temperature allows it, and without creating undue risks. Occupied spaces kept well ventilated in so far as ventilation systems allow and whilst maintaining suitable teaching and working environment. Fire doors must remain closed at all times, even when spaces are occupied. Note statutory minimum temp of 16C. Teaching is likely to be negatively affected before this temperature is reached so a balance must be struck. Windows to be opened fully during break times and top windows only during lesson times to reduce draughts. Pupils permitted to wear increased clothing. Heating to be used as necessary to ensure comfort levels are maintained in occupied spaces. • Non-fire doors propped open to remove need for hand contact • Outdoor play equipment thoroughly cleaned between groups • BEIS guidance for offices and contact centres referred to in reviewing non student areas e.g. office, staff room spaces • Removal of soft furnishings and soft toys or toys that are hard to clean- cushions, beanbags and stools with fabric tops, blankets and soft toys removed. • Where multiple staff have to occupy a single office and 2m separation is not possible: <ul style="list-style-type: none"> ○ Work back-to-back ○ Install screens between workstations 	Y	Y

			<ul style="list-style-type: none"> ○ Developing a rota so that staff don't have to work together ● Prohibit shared workstations if robust cleaning cannot be ensured between users ● Complete and display the <i>Covid-19 Secure in 2020</i> poster ● Office staff follow stringent hygiene procedures, regular handwashing and always after handling post. Letters to be passed under the screen and parcels to be left on the floor for collection by office staff. All post to be left for 72 hours before opening. 		
Anxiety, stress and worry	Staff, pupils (parents indirectly)	Those coming back to work or school may be anxious, worried or stressed	<p>STAFF</p> <ul style="list-style-type: none"> ● Involve the workforce in the development of this risk assessment and control measures (refer to Group Consultation (HS) Policy for guidance). ● Communicate this risk assessment and its findings to staff and potentially pupils/parents. ● Feed the determined approach into the communication strategy. ● Staff have access to Group's <u>occupational health and counselling service</u> ● Publish the findings of this risk assessment on the school website. ● Teams meeting and Q&A session delivered to all staff prior to school closure for summer break to outline the school's planned approach ● 1-2-1 sessions held with Principal prior to school closure for summer break ● 2 days prior to opening for pupils, staff have INSET days, during which they will walk through their day, review and revisit their role and procedures. ● Staff involved in process of planning for a full return and the possibility of a local/bubble lockdown, so they know what to expect and have confidence that any of their concerns have been considered. ● Risk assessment shared with staff and chair of LGB ● From September, Principal to have fortnightly 1-2-1 check ins with staff, test emotional temperature, with additional conversations arranged with phase leaders for anxious staff ● OHU referrals continue, staff are directed to the helpline for the Educational Support Partnership ● Staff reminded regularly range of local services they can access for emotional support ● From September, the review section at the start of each staff meeting to include a review of how well procedures and systems are working and to agree any adjustments ● Further supervision sessions with the EP service to be arranged (open to all staff) ● Coaching/mentoring for staff who need it ● Follow bereavement protocol, Winston's Wish, Child bereavement UK <p>PUPILS</p> <ul style="list-style-type: none"> ● Follow bereavement protocol, Winston's Wish, Child bereavement UK ● Liaise with E.P service for direct 1-2-1 work, where age of pupil means that social distancing is understood and will be maintained 	Y	Y

		<ul style="list-style-type: none"> • Liaise with UL press officer, if necessary • All staff received information around talking about bereavement /anxiety with children, all staff trained in emotion coaching. Bereavement powerpoint shared with staff 1.6.20, Teams training delivered to support staff talking to anxious children – 1.6.20 • Range of story books purchased to support discussion • Graduated SEMH offer in place and shared with staff • Conscious Discipline systems and structures revised at INSET with staff and on return, pupils. • Key workers in place to deliver small group (from one bubble) and 1-2-1 support (with distancing) using Resilience Doughnut, Highway Heroes and Emotion Coaching programmes • Quiet Room to be re opened, but used by arrangement and not yet as a drop in. Furniture configured to allow for as much distancing as possible. Soft furnishings removed and cleaning products available to wipe down hard surfaces between users. • Welcome back assemblies – info given to pupils about systems and expectations- what is different and what is the same and how to access SEMH support • Class family meetings, unite activities, wishing well, class jobs daily create sense of securing, togetherness and belonging • Training delivered to staff during summer term used to support adult/pupil interactions - pupils with autism, trauma informed transition, emotion coaching • Nurture classroom re opened with specialist staffing • IEPs/EHCPs/Boxall profiles reviewed to reflect current pupil need and shared with parents/carers • Direct work resumed with some professional services with social distancing • Regular pupil voice sampled – SEMH adapted to meet pupil need/wishes <p>PARENTS</p> <ul style="list-style-type: none"> • Continue good, transparent communication, school routines and rituals. • Letter to be sent to parents detailing the main features of the risk assessment and intended procedures for any lockdown or bubble isolation situation, reminding parents of process for testing and tracing. Any COVID-19 related letters to be checked by UL Press Office prior to sending • Risk assessment is published on school website • Principal’s weekly SWAY to continue, as means of updating parents - contains information for parents/pupils re how to access a range of support with good mental health, housing, food, clothing, debt support. • Urgent information to be conveyed to parents by e mail/text/phone • Food distribution to continue x2 weekly with door step deliveries of breakfast foods to families by Magic Breakfast and Peace Train • LA and school safeguarding team contact details to remain on school website • Follow bereavement protocol, Winston's Wish, Child bereavement UK 		
--	--	---	--	--

			<ul style="list-style-type: none"> Additional catch up funding to be used, alongside existing pastoral support mechanisms, to help secure regular attendance. Activities such as active miles, making break times active and encouraging active travel support good physical and mental wellbeing – use of daily mile track at breaktimes by discrete bubbles, so that wherever possible, pupils have 60 active minutes daily. Parents directed to any support for FSM during holidays by letter and SWAY on website. Meal boxes distributed to pupils on FSM who are required to be at home during term time. Attendance at school is an expectation at present – limiting attendance would only be used as a last resort, even in very high COVID alert areas. FPN will be issued in line with Salford LA code of conduct 		
Cleaning	Staff, Pupils, Visitors	General hygiene to interrupt transmission from contact surfaces	<ul style="list-style-type: none"> Frequency to be increased with focus on areas used by multiple groups and hand-contact surfaces in line with normal procedures and cleaning risk assessment. No requirement for additional PPE to be worn. Cleaning of tables between sittings in dining halls, water jugs, cups and cutlery replaced between sittings All classrooms (including those not previously used) have cleaning materials in them, so that hard surfaces can be cleaned during the school day Shared resources within bubbles to be cleaned at the end of the week in EYFS and after use by a bubble where resources are shared for sports etc in K.S 1/2 Shared sports equipment to be cleaned between groups or rotated <ul style="list-style-type: none"> Cleaning materials provided in spaces shared by adults – staff room, office, toilets, copy room for cleaning during the school day after use by individuals Office counter to be wiped down after every visit from parent/visitor/contractor/postman Weekly clean of all spaces with stronger, longer lasting product Hand sanitiser provided where there is no access to a sink with hot water, soap and towels. Cleaning staff reminded to be mindful to minimise face contact and the need for regular handwashing. Cleaning following confirmed/suspected case in accordance with DfE guidance <u><i>COVID-19: cleaning of non-healthcare settings</i></u> Cleaning is contracted out. The school has a record of what enhanced processes have been implemented and has checked/and has evidence that the contractor is operating in line with Govt guidance and not just carrying out business as usual. Cleaning staff reminded to be mindful to minimise face contact and the need for regular handwashing. Essential Hygiene have staffing capacity, JL has requested their staffing action plans in writing. Service provider are able to meet revised cleaning demands Fully stocked on cleaning equipment and suppliers fully stocked If the school is looking to teaching/support staff to provide an element of cleaning, then training will be required. Staff trained on 4.9.20 to carry out cleaning of their classroom areas during the day. Training provided by member of cleaning staff – on site supervisor for Essential Hygiene. COSHH sheets issued for sanitiser and hard surface cleaner. 	N	Y

<p>Delivery of 'higher risk' subjects</p>	<p>Staff, Pupils</p>	<p>Delivery of lessons such as science, D&T, Drama and PE require pupils and staff to work in close proximity thereby increasing the risk of infection</p> <p>Educational visits</p>	<ul style="list-style-type: none"> • Subject leads to review their risk assessments for the planned activities and update accordingly. • Reference to specialist advisory bodies for latest guidance on required controls. (CLEAPSS, AfPE). CLEAPSS guidance referred to in planning Science, DT and Art. • AfPE and national governing body guidance referred to in planning school sports activities • Music Mark and DCMS Performing Arts guidance referred to in planning music, dance and drama – with subject specific risk assessments in place. • Consideration required for availability of support staff e.g. technicians and the capability of practical lessons to be delivered while maintaining social distancing. <ul style="list-style-type: none"> • Domestic, non-residential educational visits are permitted. Schools to refer to OEAP National Guidance when planning. All trips and visits risk assessed and recorded on EVOLVE. All trips to be limited to class bubbles. <ul style="list-style-type: none"> • 17.9.20 Music lessons can include singing in bubble groups sat as far apart as possible or back to back or side to side. Indoor lessons must be well ventilated. Instruments cleaned before use by another group. Volume to be controlled to avoid raised voices. Conduct lessons outside, where possible. No choir. • Sports coach to deliver PE lessons from a 2m distance outside in the yard, weather permitting and inside the school hall in the case of bad weather. PE lessons to be delivered in silence to avoid raised voices. Dance to be moved to summer term. • SALT therapists to resume distanced work with caseload pupils, PPE to be worn by visiting professionals. Visitors restricted to those absolutely necessary during national lockdown. • 2m box created at each classroom door to allow interaction between those inside and outside extended to classrooms not previously used – general monitoring, Principal to connect with pupils and staff coaching to be delivered in this way. Classroom doors to be left open, except in the event of an evacuation in the case of fire. 	<p>Y</p>	<p>Y</p>
<p>Intimate Care/Higher Dependency Pupils</p>	<p>Staff, Pupils</p>	<p>Intimate care brings people within close proximity of each other thereby increasing the risk of infection</p>	<ul style="list-style-type: none"> • Staff providing intimate care to use PPE as they would do normally for providing care in line with children's needs • No specific PPE required unless the child in question is symptomatic (see <i>Suspected/confirmed case in school</i> section). • Pupils with specific medical needs have their treatment administered by staff wearing gloves and aprons 		
<p>Failure to follow local rules</p>	<p>Staff, Pupil, Visitors</p>	<p>Persons fail to follow local rules due to lack of awareness.</p> <p>Persons violate local rules</p>	<p>STAFF</p> <ul style="list-style-type: none"> • INSET 4.9.20 to walk staff through procedures, systems and risk assessment so all are clear about their roles /timings. Clear expectations shared with all staff, reviewed during INSET before opening. 		

			<ul style="list-style-type: none"> • Draft COVID risk assessment shared with all staff 15.7.20 and Local Governing Body for feedback and amendment. Updates circulated. There are currently no school based TU reps to share the risk assessment with. Risk assessment checked against Union Check List (NEU) • Expectation that all staff are in school. Individual risk assessments have been updated. • Weekly briefing board in staffroom and on Teams • Weekly staff meeting using a range of approaches to best meet need and are targeted at specific groups • SLT and line managers monitor compliance with the risk assessment through observations and team meetings. Transgressions may lead to disciplinary/exclusion. • Behaviour policy has been reviewed/ updated and shared with staff at in staff meeting 9.9.20. Staff have signed to say that they have read and understood the amended policy. Policy has been agreed by LGB at summer 2 LGB meeting • Principal to investigate the possibility of training re how to adapt Kagan structures in forward facing classrooms to continue work previously done on developing behaviour for learning. <p>PUPILS</p> <ul style="list-style-type: none"> • Children taught and coached with excellent hygiene and handwashing techniques on a daily basis. • Techniques taught on sneezing and coughing in crook of arm and handwashing to follow or clean tables as necessary. • Posters displayed • Key learning for first day back with children – routines, rituals, expectations from class teachers and from Principal via Teams assembly • Photos of classrooms to prepare children for change in classrooms when they return/ procedures/hygiene included in letters home and Principal’s SWAY prior to return <p>PARENTS.</p> <ul style="list-style-type: none"> • Letter sent home to parents and SWAY produced parents can reinforce the messages to pupils and to avoid confusion themselves about entrances and timings • Parents/carers informed by letter of planned measures to protect them and others <p>VISITORS</p> <ul style="list-style-type: none"> • Visitors will be made aware of local rules by office staff/directed to posters displayed • Visitors may be asked to leave and reported to their line manager for failure to follow local rules 		
Maintaining a compliant premises	Pupils, Staff	Loss of site staff and access to contractors resulting in PPM and other compliance checks lapsing.	<ul style="list-style-type: none"> • Premises compliance status to be reviewed by Business Manager and Facilities Manager prior to reopening and briefing provided to the school’s Principal • Contractor access to site for PPM/compliance inspections to be continued wherever possible. Legible record of all contractor details to be held for 21 days (to support Test and Trace process if necessary) • All visitors and contractors sign in using the Inventory system. Records are kept for 12 months. 		
The school lapses in following	Staff, Pupil, Visitors	Lack of awareness leads to potential contamination of the	<ul style="list-style-type: none"> • Central office to ensure that Coronavirus pages on the Hub are kept updated • Important updates/changes to be included in Jon Cole’s Heads Bulletins. 		

national/ group guidelines and advice		premises or an outbreak spreads rapidly through the school and wider community	<ul style="list-style-type: none"> • Headteacher to ensure that all relevant guidance is followed and communicated • Senior Leaders to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review this risk assessment accordingly • Information on the school website is updated. Parent tab has dedicated menu item for information relevant to parents. • Parents/Pupils updated via classrooms/email/parent text/ Principal's SWAY and phone callhome, as necessary. • Any change in information to be shared with Chair of Governors and passed on to staff by email /Teams 		
Other Risk Assessments	Staff, Pupils	Other risk assessment that aren't updated and therefore become invalid	<ul style="list-style-type: none"> • Extra-curricular provision subject to specific risk assessment developed with reference to DFE Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak • Fire risk assessment reviewed and fire practice held w/b 7.9.20 • Fire safety procedures amended to support COVID-19 arrangements. Fire doors can be propped open when rooms are occupied but must be closed as rooms are vacated. Fire evacuation procedures take precedent over one way systems. • Staff training schedule monitored and any slippage identified. Postponed training to be reinstated =Team teach-tba • Key premises risk assessments reviewed to ensure they remain valid, e.g. fire risk assessment, manual handling, COSHH if new chemicals are brought in. • Any adjustments to working arrangements from Individual risk assessments for staff are made – CK to work in ground floor classroom so that she does not have to climb stairs and is close to a fire exit due to slower movement from long term health condition, pregnant TA is not part of a bubble to reduce close contact with pupils but will carry out distanced catch up work. • Risk Assessment Handbook, Staff Handbook and Health and Safety Handbook annotated to indicate that procedures outlined in this risk assessment overrides the content of those handbooks. • Performance Management for teachers will continue to adhere to STPCD and will ensure teachers are not penalised as a result of the decision to restrict pupil attendance at school 	Y	Y
Display Screen Equipment (temporary home workers)	Staff	Staff working from home not having access to a workstation fully compliant DSE workstations giving rise to musculoskeletal issues.	<ul style="list-style-type: none"> • Staff allowed to take home peripherals and chairs from office • Guidance on setting up a suitable workstation provided on Hub coronavirus pages • Additional equipment needs to be reviewed on a case-by-case basis 	N/A	N/A
First Aid (temporary)	Staff	Staff suffering injury at home	<ul style="list-style-type: none"> • Low-risk, office-style work. No specific controls required. • Any accidents to be logged onto ARMS. 	N/A	N/A

home workers)					
Wellbeing/ Stress (temporary home workers)	Staff	Social isolation leading to issues with wellbeing Unusual working environment arrangements contributing to stress	<ul style="list-style-type: none"> Guidance on wellbeing provided on Hub coronavirus pages – dedicated wellbeing section Guidance provided to managers on supporting their teams and reasonable expectations during this period. Managers to maintain regular contact with their employees, preferably by video link. Furloughed staff to have keep in touch days with their line manager All staff have access to services and help sheets provided by CIC 	N/A	N/A
Pupils' Learning	Pupils, parents	<ul style="list-style-type: none"> Core learning lost Pupils do not have underlying learning that they need for start of Autumn term 	<p><i>In school</i></p> <p>How will we establish what core learning has been lost? Identify what learning has been missed, forgotten or is 'rusty'</p> <ul style="list-style-type: none"> Formative assessment =Gap analysis from PUMA and PIRA tests (Summer term from previous year group), writing assessment, RWInc assessment, Phonics screener and EYFS baseline assessment. Pupil progress meetings held Summative assessment = AFL, review (daily, weekly, long term), on going quizzes etc to identify what is needed to access the next piece of learning, check for misconceptions Fortnightly monitoring of pupils' work by SLT feeds into future planning and support to staff to ensure gaps are filled <p>How will we support pupils to catch up?</p> <ul style="list-style-type: none"> Missing learning planned for before starting a unit of work In the moment coaching addressing errors and misconceptions at the point of learning. Quality first teaching - lesson structures and application of Rosenshine's Principles of Instruction quickly re established and supported, where needed, by SLT. Release time for VPs to support the development of teaching and learning timetabled and focus agreed (lead by data analysis and observation). Maintaining pace – no learning time is lost; pupils move through the curriculum at a rate that rapidly closes the gap High expectations – learning continues to be pitched at age related expectation for chronological age, with scaffolding and deepening Practice, practice, practice to re establish lost fluency Regular monitoring by SLT (fortnightly)with rapid intervention for staff where necessary. Visualisers purchased to allow books from a range of bubbles to be monitored/pupil conferencing and in the moment coaching in class. Each class bubble to have TA to support learning in phonics, reading, writing and maths TAs received training around phonics and effective classroom support – 14.7.20, 15.7.20 and 16.7.20 SLT monitoring of quality of support provided by TAs and impact on pupil outcomes and progress. Further support provided where necessary. 	Y	Y

		<ul style="list-style-type: none"> • Additional phonics sessions daily –sessions at age related expectation as well as at pupils’ current level • Phonics booster in Y1 • Additional reading for identified pupils - focus on developing fluency, speed and comprehension • Maths and English booster sessions delivered by Tutor’s Trust as part of pilot project around blended catch up model = 12 hours English, 12 hours Maths for 12 pupils (75% PP or LAC). SLT to monitor impact. • Additional support to be delivered through catch up funding from Government – tba- delivered by teachers • Focus on ensuring regular attendance and good punctuality, so that learning opportunities are not missed. Reminders sent prior to start of term. <p>How will we modify the autumn term curriculum to ensure that most pupils have the underlying learning they need?</p> <ul style="list-style-type: none"> • Curriculum slimmed down but not narrowed and mapped out to identify where, when and how missing, forgotten and rusty learning will be addressed • Planning comes from autumn term curriculum for chronological year group, with end of year expectations for that chronological year group • Coverage monitored by SLT through book looks, drop ins and coaching, pupil conferencing • Planning for EYFS focuses on the Statutory Framework. Prime Areas (PSED, PE, CL) and specific areas around language and vocabulary, phonics and early reading and early maths. Monitored by SLT. • Planning in Y1 ensures that where pupils are not secure in the prime and specific areas, this is built into the Y1 curriculum, whilst still working within Y1 expectations. There is an additional focus on phonics. Monitored by SLT • SWAY used to set homework linked to phonics via Bug Club, Hegarty Maths, X tables Rock Starts, spelling to ensure pupils do not forget how to access home learning, in case of local lockdown or self isolation • All pupils taught to use Teams for potential live teaching in the event of lockdown. • Additional 119 Chromebooks and internet dongles facilitate internet access for pupils in the event of lockdown or self isolation • School to use UL SWAYS from curriculum hub to provide home learning in the event of lockdown. School following UL curriculum and White Rose sequence of teaching for maths (matched to Maths NO Problem) so that a quick transfer to UL maths SWAYS can occur without interruption to pupils’ learning. • Paper based packs are prepared and ready to be distributed in the event of lockdown at short notice/for the first few days. All pupils Y3-6 taught to use Teams and given office 365 e mail account to be able to access remote live teaching. Details sent to parents with ‘How To’ guides for pupils in K.S 1. <p>All pupils not at school, who are not unwell, have immediate access to remote education, which tracks the learning of their peers as far as possible. In developing these contingency plans, school aims to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations • give access to high quality remote education resources 		
--	--	--	--	--

		<ul style="list-style-type: none"> select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum <p>When teaching pupils remotely, we aim to:</p> <ul style="list-style-type: none"> set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <ul style="list-style-type: none"> Y2 pupils to complete phonics screening check Aut 2 SENCO and assessment lead to become familiar with the 'Engagement Model' Computing lead to become familiar with additional digital support offers and to work with SBM to submit bids RSE to be taught by summer 2021 Catch Up plan in place and costed 			
Governance	United Learning, Staff, pupils, parents,	<ul style="list-style-type: none"> Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. 	<ul style="list-style-type: none"> The governing body continued to meet when school partially closed. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. Template from 'The Key' used to ensure correct coverage The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Info shared on Teams – Safeguarding, behaviour, social distancing policies, risk assessment, Principal e mail updates to Chair Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	Y	Y

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

Details of any additional control measures for consideration	Target for completion	Date of completion	Completed By

Assessment completed by:	J.Richens	Date:	12.7.20	Date of next review:	Fortnightly First written 1.8.20 29.8.20 updated 5.9.20 updated 12.9.20 updated 10.10.20 updated 24.10.20 updated 3.11.20 updated. 5.11.0 updated
---------------------------------	------------------	--------------	---------	-----------------------------	---

Guidance on completing the form

This form may be used to record the risk assessment for any activity. Only complete a risk assessment if you have a good understanding of the activity being assessed and the principles of carrying out a risk assessment.

Risk Assessment Title and Responsible Person

Give the risk assessment a logical and clear title and date. The manager who is responsible for the activity being undertaken should carry out the risk assessment detailing the hazard and controls and any additional action required. Those employees to whom the risk assessment relates should be consulted in its development. It should then be signed and dated and stored securely in department and made available to employees, e.g. through communication on induction and following review.

Details

Provide a brief description of the activities to which the risk assessment relates. The short title detailed above may not make it clear what is in and/or out of scope of the assessment.

What are the hazards and Who is at Risk?

In the Hazards column, list the hazards (something with the potential to cause harm) which could reasonably be expected to result in significant harm.

Identify individuals or groups of people who might be affected by the Hazard. Besides staff and pupils consider visitors, members of the public, volunteers and others who could be affected.

What harm is associated with the hazard?

For each hazard, there may be one or more types of harm that could occur and each is likely to require different control measures to be implemented. It is recommended each is given a separate line on the form.

What control measures are, or will be put, in place?

List what is, or will be put in place to reduce the likelihood of harm or make any harm less serious. These precautions should meet legal standards, represent good practice and reduce risk as far as reasonably practicable. A hierarchy of control such as below may help in determining suitable controls, preference should be given to controls higher up the hierarchy where possible.

- Eliminate or avoid the risk at its source
- Reduce the risk at its source
- Contain the risk
- Remove employees/pupils (as applicable)
- Reduce exposure to the risk
- Utilise personnel protective equipment

Evaluation of Adequacy

The application of and consideration of the adequacy of the controls in place needs to be determined. This is a subjective judgement to be made by the responsible person. Where the response to the question of adequacy is 'no' this indicates an area requiring additional control (see below). An alternative way to think of this question would be 'is the residual risk acceptable'?

Areas of additional control for consideration

Areas for additional control can include items where the judgement in the evaluation of adequacy section was negative. It can also relate to developmental or goal-setting objectives in support of the journey of continuous improvement.

Review Period

United Learning's Risk Management (HS) Policy requires that all risk assessments are reviewed every two years to ensure validity. For activities undergoing regular change, consider a shorter timeframe for review.