COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 11th May 2020 as follows:

[Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)

[Coronavirus (COVID-19): implementing protective measures in education and childcare settings](#)

Based on SAGE modelling, the hierarchy of controls we have factored into our planning to help prevent the spread of COVID-19 are set out below:

- *Controlling the transmission of the disease*: minimising contact with children and adults who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school.

- *Management and control through personal hygiene*: cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.

- *Ensuring good respiratory hygiene*: promoting the 'catch it, bin it, kill it' approach

- *Enhanced cleaning regimes*: cleaning frequently touched surfaces often using standard products, such as detergents and bleach.

- *Minimising contact and mixing*: altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).

Assessment conducted by:	Steve Roberts	Job title:	Principal	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers

Date of assessment:	220520	Review interval:		Date of next review:	

Related documents	
Trust documents: [Decision Tracker - Secondary example.pdf](#) [Decision Tracker - Primary example.pdf](#) [Experience Checklist.pdf](#) [Communications Checklist.pdf](#)	**Government guidance:** [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#) [Coronavirus (COVID-19): implementing protective measures in education and childcare settings](#) [Coronavirus (COVID-19) Collection: guidance for schools and other educational settings](#) [Actions for schools during the coronavirus outbreak](#)

Learning Checklist.pdf Operations Checklist.pdf Support Checklist.pdf Copy of Coronavirus Workplace checklist NEU GMB Unison.pdf Copy of NASUWT checklist.pdf	Coronavirus (COVID-19): implementing social distancing in education and childcare settings Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings

Risk matrix

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

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process of partial opening, including social distancing					
1.1 Net capacity					
Available capacity of the school is reduced when social distancing guidelines are applied	M	● Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. ● Agreed new timetable and arrangements confirmed for each year group. ● Timetable and capacity agreed for vulnerable and CWC cohort. ● Arrangements in place to support pupils when not at school with remote learning at home.	Yes	● 4 Hubs in place with up to 8 bubbles in each ● On any day only 2 bubbles will be used at one time ● Groups size 9 max ● Staffing availability supports this	L

				• Student will have allocated desk in bubble for syration	

1.2 Organisation of teaching spaces

Classroom sizes will not allow adequate social distancing	H	• Classroom size and numbers reviewed. • Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class) • Classrooms re-modelled, with chairs and desks in place to allow for social distancing. • Spare chairs removed from desks so they cannot be used. • Clear signage displayed in classrooms promoting social distancing. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils.	Yes	• Class size will be maximum 9 • For CWC and Vul it can increase to 15 using larger spaces such as Library • classrooms set up for that number only. All other furniture removed. • desks allocated in first session by tutor • signage deployed. Combination OGAT and PFI • Toilet and handwashing break planned in. Break food, via grab bags delivered to the hub via food order form. SLT then deliver to bubble • lining up systems near hub entrances marked out clearly 2m apart	L
Large spaces need to be used as classrooms	M	• Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. • Large gatherings prohibited • Design layout and arrangements in place to enable social distancing.	Yes	• Large spaces include Sports and Drama. Class size limited to 15 max. Used primarily for VS/CWC provision.	L

				● Sports Hall and Hall can accommodate 16+ based on activity	
1.3 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	M	● The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ● Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. ● Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. ● Full use is made of testing to inform staff deployment. ● A blended model of home learning and attendance at school is utilised until staffing levels improve. ● Non-specialist teachers may be used to deliver content provided by subject specialists.	Yes	● Those not available to come in to work identified and planned for ● Teaching staff returns show adequate availability via rota for Y10, 12 and VS/CWC ● Support staff requirements can mostly be met via rota**.** Some staff who have stated WFH are on OGAT full time in school list. These include Inclusion Co, Csq Mgr, Data/Exams, Inclusion Admin. Back up systems in place. ● Academic tutors, masterclass teachers, 121 tutors and TAs are to be deployed into bubbles or VS?CWC ● Academic tutors will facilitate academic progress sessions and some masterclasses. Masterclasses will be conducted online by identified staff..	L

| | | | | ● WFH arrangements in place supporting online learning - as per time of writing. |
| | | | | ● Opening programme is ready to be scaled up as necessary from 2 hours to longer sessions.Option to include afternoon sessions when possible. |

1.4 Prioritising provision				
The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen	M	● Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. ● Pastoral and SEND support is deployed wherever possible to support prioritised pupils. ● Plans in place to support the return of those children with protected characteristics to ensure they are not disadvantaged. ● Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. ● A plan is in place for the phasing in of the other cohorts.		● CWC and Vulnerables programme and timetable in place, redesigned ● Bespoke return to school for some EHCP/SEN Support and also hard to reach ● Safe and well calls continue to increase attendance in VS/CWC programme ● Plan has capacity to be scaled up to bring in other year groups e.g. increase in time.	L
1.5 The school day				

| The start and end of the school day create risks of breaching social distancing guidelines | H | Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. One way systems around the school. Accessibility for disabled students and staff have been considered within changes. | Yes | Bubbles have staggered arrival and departure times. Each Hub has its own entrance, marked out lines at 2m intervals. Markings are colour coded and start from entrances. Acres View entrance considered for access for Yellow group use. Circulation routes marked. Each Hub is self contained with own toilets/handwashing Floor signage arranged to include lining up "footprint" markings, 2m distance reminders crossing corridors every 2m, directional signage, Hub end zone markings. One way systems being considered for when additional year groups join. All hubs, except Maths/English, accessible to Disbaled students via entrance or lift. 2m zones around lift entrances. | L |

1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	H	- Circulation plans have been reviewed and revised. - One-way systems are in place where possible. - Posters in corridors regarding social distancing. - Appropriate signage is in place to clarify circulation routes. - Pinch points and bottlenecks are identified and managed accordingly. - Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. - Lesson change overs are staggered to avoid overcrowding. - Pupils are regularly briefed regarding observing social distancing guidance. 2m spaced lines on main corridors. - Appropriate duty rota and levels of supervision are in place. - Risk assessment in place for children who require support under EHCP where social distancing cannot be implemented e.g. TA pushing wheelchair		- Initial stages do not require movement around school. - Hand sanitising station at end of each hub with tissues at each end-zone with register for tracking. - Posters both Trust and PFI on walls/doors - Pinch Points- corridors only 1.8m across, stairwells. Manage through staff supervision and allow students to go through one at a time. - Movement is limited to minimum as students and academic tutor should not break the protective bubble. - Early phase Y10 and 12 return is morning based. No lesson movement.	L
1.7 Curriculum organisation					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	H	- Gaps in learning are assessed and addressed in teachers' longer term planning. - Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. - Plans for intervention are in place for those pupils who have fallen behind in their learning.	Yes	- Academic Tutoring sessions will be planned in advance - Pastoral support a priority through tutors, LMs, SLT and wider safe and well calling	M

				- HODs have identified those Y10 students they are concerned about - EHCP/SEND Support students will have a bespoke re engagement plan. Risk assessment where necessary and positive handling - Vulnerables Y10 and 12 students will have bespoke 121 re engagement plan before joining their bubble. This is being done over the phone in the first instance by tutors. - Home Learning continues unaffected due to staff rota in school being 1 bubble per staff member, once per week.	
1.8 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	- Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. - Staff have been briefed on the use of these rooms. - Posters in place regarding social distancing and hygiene. - Communal equipment removed e.g. kettles, tea towels	No	- staff room not in use - staff not to move around to be covered on INSET Day - where shared offices are in use there is no hot desking. Desks are clutter free.	L
1.9 Managing the school lifecycle					

Limited progress with the school's summer term calendar and work plan because of COVID-19 measures	M	- School calendar for the summer term rationalised. - Senior Leadership Team (SLT) and staff work plans to include short- and medium-term planning. - Staff recruitment for September 2020 completed. - Curriculum and timetable for September 2020 completed. - Interim plans established in case full time education does not resume in September.	Yes	- Recruitment complete except for a couple of internal positions. - Timetable ongoing - Current plan can progress into next academic year if required as a form of blended learning	L
Pupils moving on to the next phase in their education do not feel prepared for the transition	H	- A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. - There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. - Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. - Virtual tours of the school are available for parents and pupils. - Online induction days for pupils and parents are planned. - Where other induction activity can take place in line with social distancing to be considered - Additional induction planned for September for new Y7.	Yes	- Students identified by Deep Support, cross referenced to HODs cause for concern - w/c 8 June will see academic tutors contact their bubble to plan return to first session - Destination planning and info sharing protocols in place. - Y6-7 Transition planning has started. Intro packs and resources inc bridging work has been sent out. Includes who we are staff profiles from all departments and Y6-7 bridging work. - Y11-12 Transition planned. Bridging work has commenced including external candidates and online 20	L

			minute taster sessions are being recorded.	
1.10 Governance and policy				
Directors are not fully informed or involved in making key decisions	M	• Online meetings are held regularly with the Board of Directors. • The Board of Directors are involved in key decisions on reopening. • Governors are briefed regularly on the latest government guidance and its implications for the school.	• Regular contact with Academy Council Chair has been maintained throughout	L
1.11 Policy review				
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly.	• Amendments to policies will filter through centrally - once amendments made these will be shared with staff and Academy Council Members - behaviour, attendance, safeguarding • Principals invitation letter to be sent out 1st class post on 4th June with detailed summary of safety measures for parents to view inc photos.	L
1.12 Communication strategy				
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	H	Communications strategies for the following groups are in place: • Staff • Pupils • Parents • Governors/Trustees • Local authority • Regional Schools Commissioner • Professional associations	• FAQs from Trust published, staff briefing videos continue to and staff questions form already shared. • Staff INSET Day 12th June 2020 to brief staff, conduct training and	L

		● Other partners		● orientation into new class setup. Can be done virtually too. ● Continue to update academy website as updates are received ● Groupcall in place to notify parents and direct them to the website for further guidance ● Google Classroom in place to notify students of any changes to learning ● Communication with the LA through DCC Children Services as well as PFI link ● Continued liaison with professional bodies through SLT leads (i.e AFO for ITTs, CSC for Social Care) ● Continued dialogue with DCC Heads - DCC Future Shape Group ● Continued dialogue with the 1 active union rep in school - UNISON.	
1.13 Staff induction and CPD				
Staff are not trained in new procedures, leading to risks to health	H	● INSET day will be held prior to expanding provision from vulnerable and CWC		● Training Day will allow all new procedures to be explained. 15th June	L

		● Induction and CPD programmes are in operation for all staff prior to reopening, and include: ● Infection control ● Fire safety and evacuation procedures ● Constructive behaviour management ● Safeguarding ● Risk management		2020. Session will be recorded and shared. ● First aid hub rooms and first aid/PPE will be clearly identified ● Attendance and safeguarding protocols developed. ● Behaviour management advice and guidance will be shared ● fire risk assessment shared with staff on Training Day and students next week. ● Safeguarding procedures recirculated and staff are now using CPOMS.	
Staff training expires leading to risk that the trust can not appropriately support children e.g. first aid, MAPA, MHFA, DSL	H	● First Aid qualifications extended by 3 months ● For period of COVID-19 designated safeguarding training will not expire ● Online training sought to replace or supplement training that is due to expire ● Support from leaders in the Trust who have up to date training		● Awaiting further guidance from HSE on further extension to FA qualifications ● MAPA refresher training in place. New staff booked on to the next MAPA course.	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	● Induction programmes are in place for all new staff – either online or in-school – prior to them starting.		● Documentation will be sent to all new starters as per usual process and will include updated policies. This will be for September 2020	L

					Induction Programme will be undertaken online via Google Meet if unable to undertake in person prior to opening	
1.14 Free school meals						
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	H		● Finance team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.		● Ensure that updated FSM list is received from DCC and checked against current provision ● Finance notified of any changes to provision ● SIMS updated to reflect changes ● academy to provide a grab bag lunch for FSM students in addition to vouchers from Edenred fro Y10 and Y12 ● VS/CWC continue to receive break and lunch food.	L
1.15 Risk assessments						

Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	H	- Risk assessment from other partners completed e.g. NASUWT, NEU/GMB/Unison completed. - Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: - Personal care - EHCP - Vulnerable staff wanting to attend work - MAPA		- all current guidance adhered to. - Academy working with UNISON rep to assure staff of safety systems - SENDCO leading updated risk assessments for EHCP students (Y10, 12 and VR programme) - positive handling plans in place for identified students and in readiness for wider reopening to other year groups.	M

1.16 School transport

Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times	M	- The details of how pupils will travel to and from school are known prior to opening. - Effective liaison with bus companies is used as a basis for planning staggered start and departure times. - Home learning and telephone support established where a child is unable to attend school due to transport issue.		- Academy bus service is no longer procured therefore students walk or are dropped off at the academy via parents / carers - DCC to provide risk assessments for ARC students using DCC transport (taxi service organised through DCC) - Home learning programme in place and Learning Managers / Inclusion Team to continue to provide telephone and online support as required	L

1.7 Multi-site working					
Staff who normally work across multiple sites risk the spread of infection across sites	H	- Colleagues with a multi site contract will be required to identify a single place of work and visit that site only. - Staff who are able, will still be asked to work from home. - If there is a need to change the designated site to manage operational risks at that site, hygiene precautions will be put in place before arriving at the new site.		- Staff rota in place in school - no staff working across multiple sites - Staff list identifies which staff are able to work from home and which staff are required to be on site - Through training day staff will understand what procedures need to be in place before visiting other sites	L

2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19

2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	- A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies or with staff prior to opening. - An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. - Working hours for cleaning staff are increased.		- Site cleaning has continued throughout - Areas unused have been deep cleaned and closed - Prior to reopening the site team will deep clean whole site and revisit any areas closed to ensure these are recleaned - Additional cleaning regime agreed with Interserve	L

2.2 Hygiene and handwashing

Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	● An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. ● Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.		● Sufficient supplies of hand sanitiser and soap on site. Stocks monitored and refreshed regularly by OAN and InterServe ● Dispensers to be located on hubs. Additional ones from OACi ● Ongoing monitoring through Interserve / southern hub regarding available supplies	M
Pupils forget to wash their hands regularly and frequently	H	● Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. ● Hand washing is timetabled ● Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. ● School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis and timetable into the day if necessary.		● Handwashing posters displayed in all areas to support staff reminders, including electronic messaging areas ● Hand Wash opportunities to be built into planned toilet visits during the morning session.	M
2.3 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading	H	● Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. ● Expectations and guidance are communicated to parents. ● Additional uniform issued to catering, cleaning and site staff if they have insufficient		● Reiterated through training day ● Letters have been sent to parents regarding expectations / uniform	M
The use of fabric chairs may increase the risk of the virus spreading	M	● Take fabric chairs out of use where possible. ● Where that is not possible then ensure chairs are limited to single person use.		● Usage of these spaces is limited and where possible stopped - Library / staffroom / all office chairs / Boardroom	L

				● PLC only in use. Bridge not used due to soft furnishings presenting potential hazard	
2.4 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	● Guidance on getting tested has been published. ● The guidance has been explained to staff as part of the induction process.		● Training Day covers the track and trace and absence reporting procedure ● Monitor staffing and arrange testing if required ● Logons now received for testing portal (HAT / GSK able to arrange testing appts)	L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	● Robust collection and monitoring of absence data, including tracking return to school dates, is in place. ● Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. ● Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.** ● A record of any COVID-19 symptoms in staff or pupils is reported to the trust.		● Records set up to monitor any absence which will be reviewed regularly through Principal and BM ● room allocated in each hub to be used as first aid isolation room. With windows/door vision panel. Appropriate PPE and paperwork in place.	M

Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	H	• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	• All communications to be included on the academy website and parents / carers notified via Groupcall to direct to website • Bubble supports contact tracing and information sharing in the event a student or staff member is symptomatic. • Visitors discouraged but if necessary separate meeting rooms in visitor reception and signing in will support tracing.
			L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	• Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	• All communications to be included on the academy website and parents / carers notified via Groupcall to direct to website
			L

2.5 First Aid/Designated Safeguarding Leads

The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	• First Aid certificates extended for three months. • A programme for training additional staff is in place. • Collaborative arrangements for sharing staff with other schools in the locality have been agreed.	• Staffing analysis supports cover of First Aid and DSL as adequate. • Groups identified to support the inclusion team by spacing out vulnerable students across the 4 days.
			L

2.6 Medical rooms

Medical rooms are not adequately equipped or configured to maintain infection control	H	• Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils or staff with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.		• First Aid rooms to be located in each hub, located nearest to exit to limit exposure.PPE pack in place in each room.	L

2.7 Communication with parents

Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	• As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated.		• All updates included on the academy website/informed by letter or phone if VS/CWC programme • Parents / carers notified of the COVID-19 area on the website and use that as first port of call • Updates altered via Groupcall text system	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	H	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.		• Scheduled messaging organised through Groupcall • Academy website to have key messages displayed on home page (as well as COVID-19 area)	L

2.8 Personal Protective Equipment (PPE)

Provision of PPE for staff where required is not in line with government guidelines	H	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; supporting child with COVID-19 symptoms; cleaning staff) have been instructed on how to put		• PPE expectations reiterated to staff and PPE available in rooms as per guidance document.	L

		on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. ● Staff are reminded that wearing of gloves is not a substitute for good handwashing.			

2.9 Catering

Meals can not be provided to students	H	● Supplier payments maintained to support the Trust's supply chain ● A reduced catering offer is established in line with the availability of produce/supplies and the reduced availability of staffing ● Children will be advised to bring packed lunches where they are able		● Ongoing liaison with Interserve to ensure break time snacks can be provided ● Reduced catering facilities already in place but monitored to ensure provision is sufficient ● Plans can be scaled up if numbers increase ● Grab bag for FSM students on each day ● System for payment of break time snacks to be determined - pay a coin into a bag,collected by Interserve and delivered to bubble	L

3. Maximising social distancing measures					
3.1 Pupil behaviour					
Pupils' behaviour on return to school does not comply with social distancing guidance	H	- Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. - Staff model social distancing consistently. - The movement of pupils around the school is minimised. - Large gatherings are avoided. - Break times and lunch times are structured to support social distancing and are closely supervised. - The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. - Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. - Messages to parents reinforce the importance of social distancing. - Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.		- Posters and floor markings in place across the site remind about distancing - Staff (academic tutors) will use SIMS lifebelt to inform SLT of any issues in the bubbles or in toilet visits/break times - consideration in outdoor space is utilised - LMs and SLT will liaise with parents. - our 3 pronged approach with a prong each form SEND and Inclusion/Vulnerable students should support the reduction of this. As too will risk assessments. - Focus of academic tutor work is to welcome back and support.	L
3.2 Classrooms and teaching spaces					

The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	H	● Home base arrangements in place. ● Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class). ● All furniture not in use has been removed from classrooms and teaching spaces or made inaccessible. ● Arrangements are reviewed regularly. ● Unnecessary equipment removed from classrooms ● Soft toys and soft furnishings removed ● Practical subjects requiring use of equipment not offered		● Classrooms used within Hub are configured to allow for 9 (max 9) students per classroom, operating social distancing ● Sanitising wipes and tissues available in all classrooms	L

3.3 Movement in corridors

Social distancing guidance is breached when pupils circulate in corridors	H	● Circulation plans have been reviewed and amended. ● One-way systems are in operation where feasible. ● Posters in corridors and circulation areas on social distancing ● 2m distance markings in key areas ● Circulation routes are clearly marked with appropriate signage. ● Any pinch points/bottle necks are identified and managed accordingly. ● The movement of pupils around school is minimised as much as possible. ● Where possible, pupils stay in classrooms and staff move around. ● Social time change overs are staggered to avoid overcrowding. ● Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. ● Appropriate supervision levels are in place. ● Accessible routes have been planned where necessary.		● Social distancing markings are displayed across the site ● Staff to reiterate and model social distancing at all times ● staff badges 75mm, bright yellow, pinned on tops. Very visual.	M

3.4 Break times

Pupils may not observe social distancing at break times	H	● Break times are staggered. ● External areas are designated for different groups. ● Pupils are reminded about social distancing as break times begin. ● Social distancing signage is in place around the school and in key areas. ● Supervision levels have been enhanced, especially with younger pupils, to support social distancing.		● Initial plan requires students to remain within hub / bubble for break ● 3 food choices for break and all priced £1 (Bacon roll, cheese on toast, waffle). Order made at start of day, £1 paid by student into a plastic	L

					money bag. InterServe staff drop orders at bubble and collect money wearing appropriate PPE. ● Outside use will be only for VS/CWC programme as they are here all day.	

3.5 Lunch times						
Pupils may not observe social distancing at lunch times	H		● Pupils are reminded about social distancing as lunch times begin. ● Pupils wash their hands before and after eating. ● Dining area layouts have been configured to ensure social distancing. ● Tables and chairs have been cordoned off where this is not possible. ● Floor markings are used to manage queues and enable social distancing. ● PIN and biometric either disinfected between each use or replaced with manual recording of purchases ● Cashless 'reval' machines taken out of use and pupils advised to 'top up' from home. ● Water fountains taken out of use. ● Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. ● Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). ● Eating areas are cleaned after lunch by catering, cleaning or MSA staff.		● Plan in the first phase is not to have lunch. Morning school ends approx 11.30pm ● FSM to continue to receive vouchers. Y10 and 12 grab bags funded by the academy. ● Markings in place within dining area identifying where students need to be seated ● Students to bring own drink ● Staff to monitor non touch water station in dining room ● Hand sanitizing stations within dining areas as well as each hub ● Cleaning regime agreed with Interserve ● Need to revisit biometric systems when move to	L

				● lunchtime provision for wider group of students ● No top up facility from home. cashless catering doesn't support our system. Implementation through new I Pay. This will be resolved.	

3.6 Toilets

Queues for toilets and handwashing risk non-compliance with social distancing measures	H	● Queuing zones for toilets and hand washing have been established and are monitored. ● Floor markings are in place to enable social distancing. ● Pupils know that they can only use the toilet one at a time. ● Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. ● The toilets are cleaned frequently. ● Monitoring ensures a constant supply of soap and paper towels. ● Bins are emptied regularly. ● Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.		● Cleaning regime agreed with Interserve ● Queuing to be monitored by tutors or marked out in the toilet areas in readiness for break and lunches tos tart	M

3.7 Medical Rooms

The configuration of medical rooms may compromise social distancing measures	H	● Social distancing provisions are in place for medical rooms. ● Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. ● Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.		● Identify 1 room per hub for use.	L

3.8 Reception area

Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	● Social distancing points are clearly set out, using floor markings, continuing outside where necessary. ● Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ● Meeting room identified for essential meetings where social distancing can be complied with. ● Non-essential deliveries and visitors to school are minimised.		● Screen procured for SID and Main Reception - use Science screen as temp measure	L

		● Signs on gates to confirm not accepting non-essential visitors ● Arrangements are in place for segregation of visitors.		● Floor markings and key messages on TVs in Reception displayed ● Separation of any visitors into MTG Room 1 and 2 if needed but discouraged.	L

3.9 Arrival and departure from school

Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	● Start and finish times are staggered. ● The use of available entrances and exits is maximised. ● Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. ● Weekly messages to parents stress the need for social distancing at arrival and departure times. ● Parents and carers to be advised that all communication(s) will be undertaken by telephone or letter to eradicate the need to present themselves on site beyond designated drop off/pick up points		● All key messages displayed on website and reiterated via Groupcall ● Staffing to ensure managed effectively ● staggered start and finish times, no more than 60 students in Y10 and 12 on site on any day ● limited students numbers should support this but planning for wider opening needs consideration.	L

3.10 Transport

The use of public and school transport by pupils poses risks in terms of social distancing	H	● Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class. ● Guidance in place for pupils and parents on how to enter and exit buses whilst complying with social distancing.		● ARC students who come by taxi are contacted by SENCo and DCC consulted where appropriate.	M

		● Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied.		

3.11 Staff areas

The configuration of staff rooms and offices makes compliance with social distancing measures problematic	H	● Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. ● Hot desking will be stopped, only one member of staff allocated to a desk. ● WFH will remain in place for staff who can in order to minimise staffing	● No specific hot desking in operation ● When a desk is used by another member of staff, cleaning regime is known and completed after use to include keyboard, mouse and desk (use of wipes and spray) ● Rota in place to allow WFH and minimal staff on site at any given time	L

3.12 Catering

Social distancing is not possible in kitchen/catering areas	H	● Reduced menus agreed that can be produced with a smaller catering workforce ● Simple menus developed allowing staff to work at a single workbench ● 1 member of staff in small areas e.g. fridges, store rooms at any time ● Staff instructed in social distancing ● PPE provided if social distancing can not be maintained ● Catering staff advised on handwashing a minimum of every 30 minutes and before and after preparing food ● Catering staff advised to remain behind the counter during serving	● Reduced catering team already in place through Interserve ● Liaison with Interserve regarding RAs and procedures for Autograph staff	L

4. Continuing enhanced protection for children and staff with underlying health conditions

4.1 Pupils with underlying health issues

Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	- Parents have been provided with clear guidance and this is reinforced on a regular basis. - Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. - The school, and parents are clear about the definitions and associated mitigating strategies regarding people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** - Schools have a regularly updated register of pupils with underlying health conditions.	- Safe and well Team and LMs to identify - Attendance Team to monitor and report to Principal / Deep Support Lead regarding any messages from Parents / Carers	M
4.2 Staff with underlying health issues				
Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	- All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. - Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. - Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** - All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. - Current government guidance is being applied.	- Reiterate through Training Day/BM to discuss with each staff member affected - staff absence reporting system designed to capture any issues that develop after wider reopening - HR team to monitor and record any changes - Currently aware of staff who are shielding and for what reason - Currently aware of any member of staff who has underlying condition	M
5. Enhancing mental health support for pupils and staff				
5.1 Mental health concerns – pupils				
Pupils' mental health has been adversely affected	H	There are sufficient numbers of trained staff available to support pupils with mental health issues.	Wellbeing / MH is part of Life curriculum and	L

during the period that the school has been closed and by the COVID-19 crisis in general		● There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ● Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). ● Resources/websites to support the mental health of pupils are provided.		revisited regularly through google classroom. Academic Tutoring will focus on this too. ● Deep Support providing support to those entering the bubble programme through targeted 121 meeting ● Learning Managers to identify students within year group as point above ● Resources updated on website and added to Academic Tutoring programme ● Safe and Well Team continue to develop a bank of resources to signpost parents to.	
5.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	● Staff are encouraged to focus on their wellbeing. ● Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. ● Staff briefings and training have included content on wellbeing. ● Staff briefings/training on wellbeing are provided. ● Staff have been signposted to useful websites and resources. ● Staff are encouraged to use the staff EAP ● Weekly staff wellbeing surveys		● Principal / BM to reiterate message of EAP on regular basis ● All staff were reminded on how to raise concerns. Posters supporting this and signposting key staff printed.	L

				● Overall capacity of knowing staff body and identifying any changes to ● HoDs reminded how to report concerns ● Phone Calls to staff to check wellbeing if WFH	
Working from home can adversely affect mental health	H	● Staff working from home due to self-isolation have regular catch-ups with line managers. ● Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. ● Appropriate work plans have been agreed with support provided where necessary. ● Staff working from home may help provide remote learning for any pupils who need to stay at home.		● Regular phone calls to staff on rolling programme ● weekly department and team googlemeets have supported this and will continue to do so	L
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	H	● The school has access to trained staff who can deliver bereavement counselling and support. ● Support is requested from other organisations when necessary.		● EAP available for staff who feel they require additional support beyond local staff / support ● A number of staff attend recent Bereavement Training. Safe and well team have network of links and contacts	L
6. Maintaining educational provision for children of key workers and vulnerable children					
6.1 Maintaining provision					

Educational provision must still be maintained for priority children when the school reopens	H	• Current government guidance is being followed. • Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. • The facility for full-time attendance is available where required (even if their peers are only attending part-time). • Arrangements are in place to ensure that this cohort is tracked and supported effectively. • Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. • Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance.	• VS/CWC Programme in place and staffed. Numbers increasing will be the challenge.	L

7. Operational issues

7.1 Review of fire procedures

Fire procedures are not appropriate to cover new arrangements	H	Fire procedures have been reviewed and revised where required, due to: • Reduced numbers of pupils/staff • Possible absence of fire marshals • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately.	• Muster areas social distanced marked in accordance with hub • Briefing through Training Day on new procedure • Practice undertaken to ensure compliant • students shown muster points on arrival	M
Fire evacuation drills - unable to apply social distancing effectively	H	• Plans for fire evacuation drills are in place which are in line with social distancing measures.	• Muster areas have been put near hub entrances to support social distancing and ease of egress from building • Each bubble has space to socially distance once evacuated	M

Fire marshals absent due to self-isolation	H	● An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.		● This role will be allocated to SLT and BM/Admin Team	L

7.2 Managing premises on reopening after lengthy closure					

All systems may not be operational	M	● Government guidance is being implemented where appropriate. ● All systems have been recommissioned.		● Interserve have maintained compliance throughout partial closure	L
Statutory compliance has not been completed due to the availability of contractors during lockdown	H	● All statutory compliance is up to date. ● Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.		● Evidenced through Every system and documentation / compliance checks completed and provided by Intersevre	L

7.3 Contractors working on the school site					

Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	H	● Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. ● An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. ● Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. ● Temperature checks are carried out on arrival and before entering the school building. ● Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. ● Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.		● Any works are organised in consultation with InterServe and arranged when students are not in school ● If this is not possible all operating procedures are adhered to. ● Contractor arrangements have been in place and operational where possible during closure.	L

		● In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).			

8. Finance

8.1 Costs of the school's response to COVID-19

The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties	H	● Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. ● Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. ● Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. ● Additional sources of income are under exploration. ● The school's projected financial position has been shared with governors and LA or trust.		● BM working with FInance Team to separately code any additional costs of COVID-19 ● BM to raise any additional costs through PFI (i.e additional cleaning, bank holiday opening) as they occur this will also be reported to Academy Council	L

9. Governance

9.1 Oversight of the governing body

Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	H	● The Trust Board continues to meet regularly via online platforms. ● The agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ● The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. ● Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.		● Chair of AC updated regularly. ● All other Governors are parents so have been informed of any texts and letters placed on the website throughout the current closure period.	L

| | | Scheme of Delegation has been reviewed to ensure schools and the Trust can respond appropriately - delegated decisions tracked and reviewed. | | | |

10. Additional site-specific issues and risks

Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them

Delivery of curriculum/academic tutoring in Y12 for those children on the Chesterfield FC courses		● students are unable to access academic face to face support ● students are unable to train together as a team as it will break bubbles ●		● Academic tutors are allocated to bubbles. CFC students allocated across the bubbles with all other students in Y12 and will receive same academic tutoring programme. ● Liaise closely with CFC staff to address issues related to training ● students have been undertaking personal fitness and skills programmes throughout lockdown. ● If training is organised separately by CFC it must be off site and under FA guidance regarding sports clubs at grassroots returning to football when this approval is given.	

PFI staff not adhering to the school's risk assessment			• risk assessment are not adhered to by team leading to mixed messages and cross contamination, health and safety issues • Hubs/bubbles concept broken by not adhering to social distancing during working hours • deep cleaning and cleaning regimes compromised • students or staff report social distancing or reported site issues not being adhered to.		• Close daily contact and planning of measures has been collaboration with InterServe • PFI team liaise with Academy SLT daily. • InterServe have been included in our risk assessment discussions and planning, we have been involved in their RA planning too. • Cleaning regimens and site routines structured around new academy day. • Collaborative approach to deploying signage and markings has taken place. • Contact between Amber Estates, InterServe, DCC and Academy are regular. This has involved more regular site visits than normal to ensure compliance. • Liaison with Premises Manager is strong and robust. PM is Louisa Copley and Engineer is Andy Begley. One is always on site.	

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