



COVID-19: Operational risk assessment for school reopening

Completed: March 2021

Review: Monthly from 4th March 2021

KHS COVID-19: Operational risk assessment for school reopening

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Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on August 7th as follows:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Assessment conducted by:	R. Conefrey	Job title:	Headteacher	Covered by this assessment	Staff, students, contractors, visitors, volunteers
Date of original assessment:	11 th of August 2020	Review interval:	Monthly from 4 th March 2021	Date of next review:	Easter 2021

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>
<https://www.gov.uk/government/publications/school-attendance>
<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing>
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/905630/PHE_illustrative_PPE_guide_for_community_and_social_care_settings_17b.pdf

Risk matrix

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	Probable	Possible	Remote

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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

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Further additional actions where necessary	Residual risk rating (H/M/L)
1. Establishing a systematic process of re-opening, including social distancing and other control measures as appropriate					
1.1 Organisation of teaching spaces					
Classrooms are not appropriate to seat students facing forward	M	<ul style="list-style-type: none"> Classroom size and numbers reviewed Classrooms re-modelled, with chairs and desks in place are forward facing Clear signage displayed in classrooms promoting hygiene practices Year groups are in bubbles so do not mix with others and stay together in learning spaces, maintaining social distancing from staff and each other where possible Specialist spaces are reviewed to ensure appropriate space is available Between 8th March and 26th March as per government guidance, masks will be worn by all in classrooms, except those who are exempt 	Y	<ul style="list-style-type: none"> Majority of non-essential items and unused furniture and desks removed for storage. 	L
1.2 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	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned Class sizes are regularly reviewed to ensure students are facing forward and the 2m distance is maintained with staff as far as possible (this varies in computer rooms) Full use is made of testing to inform staff deployment as directed by Local Public Health advisers Staff who are in medical categories have their own risk assessment to support their needs in school All staff continue to provide online provision if unable to attend school as directed by SLT Any 'absence' due to illness or other reasons is communicated to school through the normal procedures Track and trace information is provided and followed as directed by the local PH team. The Headteacher or other designated leader will liaise with specific individuals and local agencies that may require information (see rapid testing RA for details of in-school lateral flow testing) 	Y	<ul style="list-style-type: none"> Data held by RCO, ADO, LHU and HRO (Trust) School continues to apply the Trust approach to supporting those staff who are identified as extremely clinically vulnerable. Staffing is reviewed daily by ADO and LHU All calls must be received by 7.50 am. 	L

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1.3 Prioritising provision					
The school is not prepared to provide the correct provision for students with specific needs on full opening	M	<ul style="list-style-type: none"> Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school Pastoral and SEND support is deployed wherever possible to support prioritised students online through home contact, differentiation of materials or phone support Inclusion team monitoring students not in school and liaising with other agencies where necessary. TAC meeting for students occurring online Parent telephone meetings for parents of SEND students as appropriate with SEND team leaders Efforts will continue to support the attendance of vulnerable students and those from disadvantaged backgrounds through regular phone calls and liaison with other children's services Inclusion 'bubble' identified and with parental agreement will be taught through Inclusion during the guidance period 	Y	<ul style="list-style-type: none"> All students returning to school have updated EHCP plan Plans are shared with staff via shared area Any adaptations to spaces for individuals identified and actioned before re-admittance e.g. toileting arrangements TA support structure in place for specific year groups Reintegration strategy for 	L

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1.4 The school day																																
The start and end of the school day create risks of breaching social distancing guidelines – year group ‘bubbles’	M	<ul style="list-style-type: none">• Specific entry and exit points are identified for each bubble• The school is divided into zones and students are separated throughout the day• The number of entrances and exits to be used is maximised.• Staff supervise bike racks at the start and end of the day• Staff and students 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 congregating• Students will be directed straight to classrooms• Behaviour policy modified to identify expectations at entrance and exit including reference to social distancing• Key posters providing key guidance regarding behaviour and expectations will be displayed around the school• Parent pick- ups to occur away from the main entrance where possible• Staff duties are designed to cover all key points outside school, key entrances• Students who are late for school enter into the main reception one at a time and are taken to year group area• KS3 and KS4 buses will run at separate times am and pm <table><tr><th>Time</th><th>KS3</th><th>KS4</th></tr><tr><td>8:45 – 9:20</td><td>FORM (PD)</td><td>FORM (PD)</td></tr><tr><td>9:20 – 10:20</td><td>PERIOD 1</td><td>PERIOD 1</td></tr><tr><td>10:20 11:20</td><td>PERIOD 2</td><td>PERIOD 2</td></tr><tr><td>11:20 11:40</td><td>PERIOD 2A (EXTENDED WRITING)</td><td>BREAK</td></tr><tr><td>11:40 -12:00</td><td>BREAK</td><td>PERIOD 3A (EXAM PRACTICE)</td></tr><tr><td>12:00 – 1:00</td><td>PERIOD 3</td><td>PERIOD 3</td></tr><tr><td>1:00 – 2:00</td><td>LUNCH</td><td>PERIOD 4</td></tr><tr><td>2:00 – 3:00</td><td>PERIOD 4</td><td>LUNCH/HOME</td></tr></table>	Time	KS3	KS4	8:45 – 9:20	FORM (PD)	FORM (PD)	9:20 – 10:20	PERIOD 1	PERIOD 1	10:20 11:20	PERIOD 2	PERIOD 2	11:20 11:40	PERIOD 2A (EXTENDED WRITING)	BREAK	11:40 -12:00	BREAK	PERIOD 3A (EXAM PRACTICE)	12:00 – 1:00	PERIOD 3	PERIOD 3	1:00 – 2:00	LUNCH	PERIOD 4	2:00 – 3:00	PERIOD 4	LUNCH/HOME	Y	<ul style="list-style-type: none">• Entry points and exit points identified.• Hand washing to occur on entry using sanitising stations outside, in entrances and in classrooms.• Meetings with parents or guardians are arranged at times that are appropriate to minimise interactions and footfall on site.• Only designated rooms are used for interviews with parents(ball hall where possible)	L
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1.5 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines – year group bubbles	H	<ul style="list-style-type: none"> • Circulation plans have been reviewed and revised • School is divided into five zones to support the non-mixing of year group bubbles • Breaks are staggered so no year groups are mixing • Appropriate signage is in place to clarify circulation routes • Agreement with Transform that fire doors and stairwells are used for year group entry and exits • Break time and lunchtime are staggered (see school day timings) • Five separate serving areas are identified to split the food service areas, providing packed lunches, hot meals and 'grab a bag'. • Movement of students around school is minimised as much as possible, with students staying in specific classrooms. • Y10 and Y11 movement is restricted to options subjects and is supervised. • Re-entry and exit and break are controlled to avoid overcrowding in corridors. • Students re-admitted to the building and staggered hand washing using hand sanitiser stations as students re-enter blocks and classrooms. • Students are regularly briefed regarding observing social distancing guidance wherever possible. • Appropriate duty rota and levels of supervision are in place at all times including on the approach to and from school • Staff to inform SLT of any incidents of non-compliance and home contact made • Sanctions clearly identified and reported to staff, parents and students 	Y	<ul style="list-style-type: none"> • All staff, students and parents will be briefed of intended protocols 	L

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1.6 Curriculum organisation					
Students will have fallen behind in their learning during school closures and achievement gaps will have widened	M	<ul style="list-style-type: none"> The curriculum is organised to maintain breadth at KS3 and fulfil student needs Timetable for GCSE students maintains option subjects and will be taught in specialist rooms Gaps in learning are formally and informally assessed and addressed in teachers' planning Planning takes into account any new directives regarding syllabus content or examinations Home and remote learning is continuing and is calibrated to complement in-school learning and address key gaps in learning, as appropriate Exam syllabi are covered and supported by revision materials Online lessons created by teachers identified as having capacity to support KS4 students Continued updates to staff at school and curriculum level to support planning and QA of provision Faculty monitoring to occur through SLT and LM QA meetings 'Catch Up' funding plan generated in September 2020 to support specific learners will continue to be implemented from March 2021 	Y	<ul style="list-style-type: none"> Regular review at subject level to identify key GCSE content modifications in light of COVID-19. Literacy and numeracy strategies embedded through SLT 	L

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1.7 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	M	<ul style="list-style-type: none"> Staff areas and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing Staff will be briefed on the use of these rooms Signage on offices to identify maximum occupancy Staff room modified to allow better social distancing Staff workstations are identified and numbered to ensure mapped usage. All work stations / offices have hand sanitisers/wipes Office use monitored by site staff to ensure the cleaning procedures are properly applied, Signs are on all office doors to signify maximum occupancy. 	Y	<ul style="list-style-type: none"> Other staff not permitted in the main office without permission Parents/other visitors must phone before arrival and wait outside Parents informed via letter that face to face meetings will be replaced with telephone meetings as much as possible 	L
1.8 Managing the school lifecycle					
Limited progress with the school's school development priorities during guidance phase	M	<ul style="list-style-type: none"> Staff recruitment for September 2021 is up to date School development plan and vision shared with governors and staff in September is being implemented Performance management priorities set by all staff and monitored through LM. Set and all submitted by Oct 1st 2020 – renewed in Spring 2021 School vision shared with parents and students Sept 2020 Trust level scrutiny of all key school planning and regular meetings mapped with CEO and School Improvement Lead Preparation for virtual Open Evening completed by Sept 5th and communicated to community by Sept 14th Preparation for transition events for 2021 are in place 	Y	<ul style="list-style-type: none"> New re-opening plan submitted to Governors/Trust Aug 20 SDP and SEF reviewed at governors and sub-committee meetings 	L

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Students moving on to the next phase in their education do not feel prepared for the transition.	M	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with students and their parents about the next stage in their education and resolve any issues. School Counsellor to support reintegration of students into full time education (new appointment imminent) There is regular and effective liaison with the destination institutions (e.g. post-16 providers, universities and apprenticeship providers) to assist with students' transition. Regular communications with the parents are in place, including letters, newsletters and texts Online induction sessions for parents as required in September. Transition section on the website with resources and communications to parents. Summer transition support for vulnerable and SEND students is being planned Careers events are regular and a clear action plan is in place 	Y	<ul style="list-style-type: none"> Continue to implement careers action plan 	L
1.9 Governance and policy					
Governors are not fully informed or involved in making key decisions due to impact of restrictions	M	<ul style="list-style-type: none"> Online meetings are held regularly with governors Governors are briefed regularly on the latest government guidance and its implications for the school. Governors receive all parent updates, letters and planning documentation from SLT Governance meeting cycle implemented from September continues Standards Committee to continue as normal online Relevant governor briefings and training to occur online Chair/Vice-Chair pre-opening visit on Training Day 1st of September. New SLT structure shared with Governing body August 2020 	Y	<ul style="list-style-type: none"> Communication frequency agreed with the Trust and SLT members responsible for different facet identified. Regular Trust Headteacher. 	L

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1.10 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	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school Modifications to safeguarding, behaviour, SEN and medical policies to reflect the re-opening challenges Staff, students, parents and governors have been briefed accordingly Website used to share protocols 	Y	<ul style="list-style-type: none"> New fire evacuation procedures required Addendum for medical, behaviour and safeguarding policies. All changes to the above published on website Key behaviour policies explained to students and staff week beginning Aug 31st. 	L
1.11 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	M	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: Staff – weekly emails, regular Teams meetings and online briefings Students – awards, certificates and Teams Parents – letters and Parentapp policy and other key documents shared through the website Governors/Trustees – forwarded information, policy review, online meetings and updates Local authority – regular updates, online meetings, updates of intentions. The authority also receive all risk assessments. Regional Schools Commissioner updated by Trust CEO Professional associations – Updates of policy and completion of union checklists. Draft letters for different eventualities including positive cases etc prepared. 	Ongoing	<ul style="list-style-type: none"> Website updates with all correspondence and guidance Staff receive weekly updates throughout via email 	L

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1.12 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> • All policy adaptations and RAs forwarded to staff prior to wider re-opening • Safeguarding training for all new staff completed • Faculty leaders map support for new staff in light of 'bubbles' to ensure online meetings are used effectively to support colleagues • Teaching and learning lead continues with CPD programme for all staff • Briefings are in operation for all staff • Infection control • Constructive behaviour management- social distancing • Safeguarding and medical issues • Social distancing • First Aid and emergency response • Testing, Track and Trace protocols 	Ongoing	<ul style="list-style-type: none"> • Re-opening plans shared in detail with staff 	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	L	<p>This applies to new staff:</p> <ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting • Staff Handbook and adapted Handbook provided before the beginning of term • Risk assessments completed for all staff that are require one • Flow charts and key protocols 	Y	<ul style="list-style-type: none"> • Feedback from new staff following the month in post 	L

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1.13 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.	M	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: • Different areas of the school • When students enter and leave school • During movement around school • During break and lunch times (if later phase involves lunch provision) • SEND students have their own risk assessments • Cleaning risk assessment including routines • Practical subjects • Fire procedures 	Y	<ul style="list-style-type: none"> • Staff, students and parents will be briefed online or through the website • Updated RA provided through the website from 4th March 2021 	L
1.14 School transport					
The school transport 'offer' does not maintain year group 'bubbles' and does not support compliance with government guidelines regarding year group bubbles.	M	<ul style="list-style-type: none"> • Students all encouraged to walk or cycle to school • Bike area adapted to ensure social distancing can occur • Separate buses provided by Stagecoach for KS3 and KS4 • Parent pick-up away from school entrance. Parents should not leave their vehicles and maintain social distancing • Parents should arrive no more than 5 minutes before the student 'leave' time 	Y	<ul style="list-style-type: none"> • Communications to parents ensure that they are aware of transport limitations and expectations regarding student conduct 	L

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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	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with prior to opening All spaces are deep cleaned prior to the week beginning 31st of Aug An enhanced cleaning plan is agreed and implemented which minimises the spread of infection Site leader shared all cleaning operation plans and wider school protocols with all site staff Cleaning rota allows for deep cleaning of toilets, shared spaces eating areas and shared classroom spaces as appropriate Equipment that is used by specialist areas will be cleaned between bubbles. Working hours for cleaning staff are increased as required Clear protocols are in place to ensure all cleaning procedures are adhered to All seating and desks removed that are not in use Containers used to store unnecessary/inappropriate seating and furniture Clean desk policy in place Signage throughout the site to remind students of cleanliness, remembering to take belongings and to avoid littering 	Y	<ul style="list-style-type: none"> All site plans are shared with Site and Cleaning team to ensure a coherent approach and clarity All surfaces cleared, especially in offices and classrooms, all handles, switches, keyboards and furniture cleaned Cleaning reviewed every week 	L

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2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that students and staff do not wash their hands with sufficient frequency	M	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens to all students and additional supplies are purchased if necessary Hand sanitisers are available at the school entrance, next to photocopiers and where appropriate at entrances All toilets and handwashing areas are designated to specific year groups Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day Sanitisers are available in all teaching rooms and in public spaces including offices and reception areas Posters in all key areas including toilets to reinforce the importance of handwashing Registration used to regularly remind students of cleaning protocols and expectations 	Y	<ul style="list-style-type: none"> Form time/PD used to educate good hand and respiratory hygiene practices 	L
Students forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> Staff training includes the need to remind students of the need to wash their hands regularly and frequently Students will routinely sanitise hands prior to entry Posters and guidance to reinforce the need to wash hands regularly and frequently are displayed around the site All students use sanitisers before entering any learning space School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis SLT and teaching staff reinforce message in teaching rooms and when monitoring toilet usage 	Y	<ul style="list-style-type: none"> Handwashing and PHE posters on display Student and parents receive communications pre-opening to reinforce this key hygiene message Orientation session focuses on hygiene and social distancing 	L

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2.3 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading	M	<ul style="list-style-type: none"> • Policies are agreed prior to the school opening on the wearing of uniforms by students and business dress by staff to minimise risks • Expectations and guidance are communicated to parents • Families should be asked to wash uniforms as frequently as possible • School uniform expectations are clearly communicated • KS3 students are provided with equipment stored in individual trays • KS4 students are allowed to bring a bag and equipment to school but should not loan or provide equipment for other students • Students should wear PE kit to school on the days that they are doing PE to avoid the need to use the PE changing facilities 	Y	<ul style="list-style-type: none"> • No uniform or kit should be loaned out to students 	L
The use of fabric chairs may increase the risk of the virus spreading	M	<ul style="list-style-type: none"> • Take fabric chairs out of use where possible • Where that is not possible then ensure chairs are limited to single person use. For example, in offices 	Y	<ul style="list-style-type: none"> • Fabric Chairs removed from the staff room, classrooms and removed from learning places as required 	L
2.4 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> • Testing centre set up in school and QA's (see separate RA) • Guidance on getting tested has been published and shared with staff and parents • Staff are clear of their professional obligation to keep themselves and others safe • The guidance will have been explained to staff as part of the induction process on training day • All students and staff with symptoms must be tested and government procedures for self-isolation must be followed • Post-testing support is available for staff through the school's health provider 	Y	<ul style="list-style-type: none"> • Continue to monitor changing guidance from the govt 	L

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Infection transmission within school due to staff/students (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return to school dates, is in place • Procedures are in place to deal with any student or staff displaying symptoms at school • This includes the use of testing for both staff and students and appropriate action, in line with government guidance, should the tests prove positive or negative • Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms • Posters and information are shared through registration to identify what students should do if they feel unwell in school • Full guidance including a flow chart is provided to parents and students • This includes an understanding of the definitions and mitigating actions to take in • A record of any COVID-19 symptoms in staff or students is reported to the trust, LA and DFE as required • This is mapped and held by the Headteacher and HR lead for the Trust • All self-isolation and case information is held on SIMS and attendance return • FAQ sheet shared with all staff and parents 	Y	<ul style="list-style-type: none"> • Protocol for recording and reporting a confirmed case in school • Cleaning protocols in place for dealing with a suspected/confirmed case • PPE provision in place to support cleaning of potentially infected area 	L
Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	M	<ul style="list-style-type: none"> • Staff, students 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 • Flow charts for what action needs to be taken are shared with all stakeholders • This guidance has been explained to staff and students 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 key resources and guides are available on the school website 	Y	<ul style="list-style-type: none"> • Monitor the changing guidance to ensure staff and families are clear about how to access testing as soon as possible • Provide summary to families provided by Knowsley LA 	L

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Staff, students and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	<ul style="list-style-type: none"> Staff, students 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 students as part of the induction process and a reminder will be shared in March 2021 Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders The school website has all appropriate guidance readily available 	Y	<ul style="list-style-type: none"> Ensure that all parents have information via website 	M
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	<ul style="list-style-type: none"> A programme for training additional staff is in place and training identified Medical Policy including COVID-19 procedures are shared with all stakeholders PPE equipment purchased for staff and cleaning staff for use in close proximity to students with symptoms if 2m social distancing cannot be maintained If a student becomes unwell with symptoms of coronavirus while in the school and needs direct personal care until they can return home' isolate the student/person in a separate room if possible Ensure they are supervised by a member of staff using the 2m rule If a distance of 2 metres cannot be maintained, a fluid-resistant surgical face mask should be worn by the supervising adult If contact with the student/person is necessary, then gloves, an apron and a fluid-resistant surgical face mask should be worn by the supervising adult If the situation determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing on any infection Safeguarding procedures should be followed in line with current policy Students that are identified as vulnerable should continue to be supported using the different mechanisms in school and the referral process to outside agencies if necessary. 	Y	<ul style="list-style-type: none"> Full list of First Aiders collated in school. Designated First Aiders always included in staff handbook 	L

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The reporting of non COVID-19 injuries and illness is not carried out	M	<ul style="list-style-type: none"> Injuries to staff and visitors must be recorded as usual in compliance with H and S All illness is recorded carefully through SIMS and analysed on a weekly basis to review nature of illnesses 		<ul style="list-style-type: none"> HSE guidance used to support the recording of incidents 	L
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> Social distancing provisions are in place for separate sick bays in reception Flowcharts are clearly written and reviewed after each case All first aiders are provided with equipment to safely support students Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets Staff will be provided with appropriate PPE boxes and mechanisms for disposal (suspect case waste to be stored separately by site team until case has been confirmed.) 	Y	<ul style="list-style-type: none"> Identify key space for parental collection of young people and ensure that flow chart is generated to support understanding of procedures Scenario planning discussed and preparations made with all key first aid providers and SLT 	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	M	<ul style="list-style-type: none"> 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 Parent and student handbooks created Behaviour policy updated to highlight importance of following procedures 	Y	<ul style="list-style-type: none"> Parents receive key health and safety information including public health guidance and school procedure should clear if student/staff show symptoms 	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	H	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website Key messages provided through correspondence and links to guidance Revised behaviour policy sent to parents, governors and staff Students also given guidance of key actions if they feel unwell 	Y	<ul style="list-style-type: none"> All documentation available on the website 	L

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2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	H	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely PPE provision and storage is monitored by LHU and audited weekly to ensure full provision is easily accessed by appropriate staff 	Y	<ul style="list-style-type: none"> Training is provided for those who may require to wear PPE 	M
Maximising social distancing and other control measures					
3.1 Student behaviour					
Students' behaviour on return to school does not comply with social distancing guidance	M	<ul style="list-style-type: none"> Clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings Reminder PPTs are shown at the beginning of each day Staff model social distancing consistently Parents receive a summary of the behaviour policy to indicate understanding of new expectations The movement of students around the school is minimised Students are not in peer friendship groups Large gatherings are forbidden The only unstructured time is break where students will remain in their bubble Break times and lunch times are staggered and students have designated areas for their learning group. The school's behaviour policy has been revised to include compliance with social distancing and high levels of personal hygiene This has been communicated to staff, students and parents Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed Exclusion or internal isolation to be used if students fail to comply 	Y	<ul style="list-style-type: none"> Identify an area in each bubble zone that can be used for isolation purposes Student groups identified and reviewed on a regular basis Students identified that are potentially challenging and parental contact made Orientation session shared with the students 	L

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3.2 Classrooms management and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures and hygiene measures.	M	<p><u>General:</u></p> <ul style="list-style-type: none"> • All furniture not in use has been removed from classrooms and teaching spaces • All non-essential items are stored and removed from key learning spaces • Arrangements are reviewed regularly by SLT and MLs • All rooms have seating arranged to ensure students are facing forward • 2 metre 'zones' are applied around the teacher desks in each learning space • All rooms should be well ventilated at all times • Doors to classrooms can be wedged open but must be shut when the room is not in use • Staff should maintain 2 m distance from students and other adults, where possible • Staff should use own personal equipment and clean down workspace on departure including computer, mouse and boards • Students should always sit in the same place as far as possible and seating plans should always be updated if modified • Each student will be provided with a pencil case containing essential equipment • When a specialist room is used then it should be cleaned whenever there is a change in 'bubble' use • Changing facilities are unavailable for PE • Student entry and exit of learning spaces controlled by classroom teacher • Students with complex needs or close care will continue to be provided for <p><u>Subject specific:</u></p> <ul style="list-style-type: none"> • Equipment in practical subjects including DT, Science, Art, Textiles and FT that are being used should be cleaned meticulously and frequently and always between bubbles. Alternatively they should be kept out of use for a period of 48 hours (72 hours – plastic) • Subject specific risk assessments are in place • Specific support should be given to students with sensory or physical disabilities to ensure they can take part • Students will attend school in PE kit on the days they do PE to avoid usage of changing facilities • RA carried out for all subjects conducting practical lessons 	Ongoing	<ul style="list-style-type: none"> • Continual review of learning spaces to ensure they are fit for purpose • Review subject specific risk assessments upon March return 	L

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3.3 Movement in corridors					
Students do not circulate appropriately within the school building and on corridors	M	<ul style="list-style-type: none"> • Circulation plans have been reviewed and amended • Circulation routes are clearly marked with appropriate signage. • Teaching staff and SLT to monitor and support • Any pinch points/bottle necks are identified and managed accordingly by supporting staff, SLT • The movement of students around school is minimised as much as possible • Students stay in classrooms and staff move around with the exception of Y10 and 11 students when attending option lessons and other year groups when attending PE lessons • SLT staff and mentors support lesson changeover • Students are briefed regularly regarding observing social distancing guidance whilst circulating • Appropriate supervision levels are in place • The behaviour policy has been adapted to include key expectations around indoor and conduct 	Y	<ul style="list-style-type: none"> • Signage is to identify key entrance points for all year groups • Entry and exit staggered, supported by SLT • Staff duties to support student movement • Only one year group will have break or lunch in each zone which will minimise movement 	L
3.4 Break times					
Students may not observe key control measures at break times - breaking 'bubbles'	M	<ul style="list-style-type: none"> • Staggered lunch to allow for single bubbles to have break and lunch separately • Staffing of each area appropriate including exits, toilets and outside areas. • No canteen access at break or before school • Students are reminded about social distancing and appropriate conduct at break times. • Social distancing and instructional signage is in place around the school and in key areas • Supervision levels have been enhanced 	Y	<ul style="list-style-type: none"> • Break time areas visually marked out and signage to direct students to specific areas 	L

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3.5 Lunch times					
Students may not observe key control measures at lunch time and break 'bubbles'	H	<ul style="list-style-type: none"> Students sanitise their hands before and after eating Dining sittings are for one year group only Food to go areas identified for each bubble All catering staff observe social distancing in kitchens and service area as much as possible. Queues are supervised No money loading machines or touch pads are allowed Pre order and cards reduce the need to use touch recognition Hand sanitisers are next to all payment stations Additional arrangements are in place, such as staggering lunch times Guidance has been issued to parents and students on packed lunches and the menu available Key eating areas are cleaned during and at the end of a sitting (3 sittings across two zones) Additional flip top bins are available at eating points 	Y	<ul style="list-style-type: none"> Detailed menu available 	M
3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures and risk mixed 'bubbles'	H	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored Students know that they can only use the toilet one at a time The toilets are cleaned frequently Monitoring ensures a constant supply of soap and paper towels Bins are emptied regularly Students are reminded regularly on how to wash hands and posters are provided in all toilet areas All toilet blocks are assigned to specific year groups Hand sanitisers alleviate some queuing for toilet areas. 	Y	<ul style="list-style-type: none"> Signage is clearly displayed at all sinks 	L

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3.7 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures.	M	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms/sick bays Additional rooms are designated for students with suspected COVID-19 whilst collection is arranged Procedures are in place for medical rooms/sick bays to be cleaned daily after suspected COVID-19 cases, along with other affected areas, including toilets Non-essential furniture is removed from spaces for the duration of the guidance 	Y	<ul style="list-style-type: none"> Revisit with staff upon March return 	L
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines for adults.	H	<ul style="list-style-type: none"> Social distancing points are clearly set out around the reception entrance All soft furniture removed from reception Reception has new screens to protect staff Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk) Signage for parents will be on the front entrance to the school to prevent any entry without permission Signage for deliveries at site entrance Hand sanitisers are available around the reception area Non-essential deliveries and visitors to school are minimised Any deliveries should be cleared with the site staff to ensure that All visitors to the site must ring beforehand Waiting area outside for visitors prior to entry Receptionist to contact SLT to see visitors outside or in reception 1 at a time Arrangements are in place for segregation of visitors No one attends the school without an appointment or pre-calling If visitor arrives by car they contact school by phone and wait in vehicle Parental meetings can only occur in schools in designated spaces 	Y	<ul style="list-style-type: none"> All possible contacts such as meetings with external people to be held online or by telephone wherever possible 	L

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3.9 Arrival and departure from school					
Students and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	<ul style="list-style-type: none"> Clearly signed separate entry points for each year group bubble The use of available entrances and exits is maximised Weekly messages to parents stress the need for social distancing at arrival and departure times. 	Y	<ul style="list-style-type: none"> Staffing of the entrance and exit area are clearly identified Parents must wait in cars for students 	M
3.10 Transport					
The use of public and school transport by students poses risks in terms of social distancing and mixed bubbles.	M	<ul style="list-style-type: none"> Stage coach will operate buses for each key stage at different times Stage coach advise the use of masks on buses Timetable for public buses provided. Students encouraged to walk/cycle to school 	Y	<ul style="list-style-type: none"> Staggered arrival and departure times published 	M
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	M	<ul style="list-style-type: none"> Reconfiguration of staff areas and offices has been undertaken prior to the school opening to allow for social distancing between staff Staff room capacity reduced and soft furnishing kept to a minimum 	Y	<ul style="list-style-type: none"> Staff seating arranged to ensure social distancing. 	L
3.12 Alternative Provision					
Students attending alternative provision are not appropriately supported and measures are not in place	M	<ul style="list-style-type: none"> Risk assessments for all AP providers are reviewed and school RA shared to map expectations Regular visits occur to sites to monitor measures being applied and student welfare Monitoring of activities taking place to ensure they are following guidelines e.g. regular cleaning of equipment, social distancing Any incidents or suspect cases are reported to KHS to support any necessary isolation Student travel arrangements to AP centres are known and arrangements ensure students are following guidelines Student mixing is known and minimised with other schools where possible 	Y	<ul style="list-style-type: none"> Request updated risk assessment from Alternative Provision 	

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4. Continuing enhanced protection for vulnerable children and staff					
4.1 Students with underlying health issues					
Students with underlying health issues or those who are shielding or vulnerable and are not identified and so measures have not been put in place to protect them	M	<ul style="list-style-type: none"> 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 students' 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 in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable Schools have a regularly updated register of students with underlying health conditions Individual support is provided for specific students including online provision as appropriate Consider specific government advice relating to families within the BAME risk group and identify where support is needed 	Y	<ul style="list-style-type: none"> Sharing of guidance and robust records of student medical conditions, shielding or in self-isolation. List held by Headteacher, SLT, Inclusion and Attendance lead 	L
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	M	<ul style="list-style-type: none"> 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 have an individual risk assessment prior to returning conducted by their LM to support the application of safety measures Consider specific government advice relating to staff within the BAME risk group and identify where support is needed 	Ongoing	<ul style="list-style-type: none"> Sharing of guidance and robust records of staff medical conditions, shielding, medical conditions, shielding or in self-isolation. List held by Headteacher, ADO, LHU and HRO 	L

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5. Enhancing mental health support for students and staff					
5.1 Mental health concerns – students					
Students' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support students with mental health issues There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health Wellbeing/mental health is discussed regularly in PSHE Resources/websites to support the mental health of students are provided Regular mental health support inputs through pastoral periods and PSHE 	Y	<ul style="list-style-type: none"> Online provision via the student section of the website to support students School Counsellor appointments recommence asap Planned pastoral support as part of provision on student return 	L
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	M	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing including a session on training day 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 	Y	<ul style="list-style-type: none"> Regular meetings online Resources for staff and other adults shared via the school website (parent area) Support portal available for all staff 	L
Working from home can adversely affect mental health	M	<ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catch-ups with line manager 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 students who need to stay at home 	Y	<ul style="list-style-type: none"> Regular monitoring of workload and liaison with Union representatives. SLT LMs to liaise with MLs to review workload at key points Regular review of SLT decision making Regular presenting of curriculum plans to Governors via Standards Committee 	L

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5.3 Bereavement support					
Students and staff are grieving because of loss of friends or family	M	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support including pastoral leaders Support is requested from other organisations when necessary Pastoral/SLT to maintain records of affected families and monitor students who may be a cause for concern to plan appropriate support 	Y	<ul style="list-style-type: none"> DSL has shared material across platforms 	L
6. Off site visits and extra-curricular activities					
6.1 Day visits including transport					
Educational visits do not fully comply with guidance and are not conducted safely	M	<ul style="list-style-type: none"> All day trips and residential visits are currently prohibited (1-8-20) 	Y	<ul style="list-style-type: none"> Academic year 2020/2021 – no trips 	L
7. Operational issues					
7.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements and do not comply with the RR(FS)O BB100	H	<ul style="list-style-type: none"> For the PFI Building the Authority Requirements specify that the building was constructed to BB100 and current fire regulations. In addition, substantive works have been undertaken to address fire compartmentation issues and this will continue to ensure that the buildings remain safe to occupy. Reviews have also been undertaken to align the requirements of the RRO with the Contractual Requirements to identify the responsible person(s) for each element. 	Y	<ul style="list-style-type: none"> RA is complete 	L

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7.2 Managing premises on reopening after lengthy closure					
Legionella Management is not compliant with Compliance with HSG 274	M	<ul style="list-style-type: none"> For the PFI building Engie have a full monitoring scheme in place for this and would be able to provide the full risk assessment to back this up. For the PFI building all L8 PPM's have been taking place in accordance legionella guidance. 	Y		L
Statutory Requirement for Servicing of plant and Equipment. Pressure systems Passenger Lifts Lifting equipment are not fulfilled	L	<ul style="list-style-type: none"> For the PFI building full detailed plans are in place for statutory, mandatory and discretionary requirements. These PFI PPM plans are monitored on a ongoing regular basis to ensure compliance. 	Y		L
Asbestos Management procedures are not followed.	L	<ul style="list-style-type: none"> The PFI building is asbestos free. 	Y		L
The site is poorly ventilated and does not comply with HSWA 74 W(HSW)R92 DoE BB103. Building Regulations	M	<ul style="list-style-type: none"> The PFI building has been constructed to adhere to BB87 and BB101 for ventilation and is fully compliant. In addition, the building has been constructed in accordance with BB98 which is superseded by BB103. BB103 recommended reduced minimum internal and external areas for students than BB98 so therefore the building is bigger than the recommendations in BB103 so is compliant in that respect 	Y		L

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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	L	<ul style="list-style-type: none"> PFI Contractors on site during school hours will be kept to a minimum and only where necessary, The PFI Contract will put in place measures to ensure that this is adhered to and where contractors are on site they will be instructed to socially distance. Any contractor observed not adhering to this will be dealt with accordingly. 	Y		L
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	M	<ul style="list-style-type: none"> 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. Appropriate support is sought from government funding when available. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and trust. Monthly Budget monitoring taking place with CEO, Head and Chair of Governors LT financial planning including capital projects, ICT spending, School budget 2020-21 	Y	<ul style="list-style-type: none"> Ongoing monitoring of additional spending monitored regularly 	L

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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.	M	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. Hedteacher'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. 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. 	Y	<ul style="list-style-type: none"> Ongoing communications with Trust and Governors calendared and minutes shared. 	L