



The Parker E-ACT Academy

COVID-19 Risk Assessment

Introduction

The government has closed all schools from 5th January 2021 until February half term, with the exception of pupils of key workers and vulnerable pupils. This Risk Assessment is based on Government guidelines on COVID-19 as at 5th January 2021 and details the latest arrangements for key worker and vulnerable pupils attending school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE). The risk assessment is about identifying practical measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

The Risk Assessment below details specific measures but as an overarching summary related specifically to COVID-19 to minimise the risk of infection within school and includes the importance of self hygiene (catch it, bin it, kill it, washing hands regularly), social distancing, reduction of contact (bubbles), enhanced cleaning regime, isolation of symptomatic individuals and engagement with test and trace (management of confirmed cases and liaison with DfE/PHE).

Version Control

| Version No. | | Published |
|-------------|--|-----------|
| 1 | Original | 20/08/20 |
| 2 | Amended following staff, parental and union feedback | 27/08/20 |
| 3 | ROD review – no changes | 02/11/20 |
| 4 | Jan 2021 update – actions and dates of actions updated for Jan consultation, staff briefings and actions | 04/01/21 |
| 5 | ROD review – formatting amended | 07/01/21 |

Consultation

| Who and Why? | When and How? | Comments |
|--------------------------------|---|--|
| Draft Risk Assessment: Staff | Re-opening Plan and Risk Assessment shared before (email) and discussed at Staff Consultation Meeting on 27/08/20 | Re-opening Plan and Risk Assessment updated following feedback |
| Draft Risk Assessment: Parents | Re-opening Plan and Risk Assessment shared with parents. Letter sent 27/08/20 | Re-opening Plan and Risk Assessment updated following feedback |



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| Draft Risk Assessment: Unions | Re-opening Plan and Risk Assessment shared with unions and discussed at Union Consultation Meeting on 27/08/20 | Re-opening Plan and Risk Assessment updated following feedback |
| Jan 2021 Update: Staff | Re-opening Plan and Risk Assessment shared before Staff Consultation Meeting on 04/01/21 | Staff briefing, Union representatives present |
| Jan 2021 Update: Parents | Re-opening Plan and Risk Assessment. Letter sent to parents on 31/12/20 | |
| Jan 2021 Update: Unions | Re-opening Plan and Risk Assessment shared with unions and discussed at Union Consultation Meeting on 04/01/21 | |



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| <p>Lack of certainty over returning numbers</p> | <ul style="list-style-type: none"> • Phased return arrangements in place for year groups / pupils From Feb half term if that is the revised instruction. <p>For Jan 21 return we will make available a place for:-</p> <p>Those pupils deemed vulnerable as per the categorisation within Jan 21 gov guidance. Parents are strongly encouraged to take up the place.</p> <p>Pupils of critical workers though these pupils should be kept at home if possible.</p> <ul style="list-style-type: none"> • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • No children remain shielded at home • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required | <p>Staff will be updated on the Operating Plan and Risk Assessment through INSET training and weekly staff briefings</p> <p>Information, including updates to risk assessment, sent to parents by email and posted on Academy website at the start of each term and through regular parental communications.</p> <p>Welfare Check Phone Calls commence from first day of term</p> <p>Welfare Checks focussing on most vulnerable. Learning Passport produced for any child continuing to shield.</p> <p>Trust laptops returned and replaced by DFE Devices under loan agreement. Learning Passports will</p> | Yes | Yes | Low | SLI LTO PMA JBO JW |



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| | <ul style="list-style-type: none"> Readiness to implement Test and Trace with a process in place for visitors/peripatetic etc. | <p>identify any further resources needed.</p> <p>Request to Northampton CC Transport Department to increase provision to help meet staggered starts.</p> <p>Any visitors to school has to be approved by SC/AW/MH. Visitors leave contact details at Reception as part of the signing in process.</p> | | | | |
| Number of staff available is lower than that required to teach classes in school | <ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated including the initial review of staff who had previously been identified as vulnerable. All staff who have received previously a 1:1 risk assessment are offered a review especially where they have previously been identified as someone who was to work from home. Flexible and responsive use of professional services and pastoral staff to supervise classes is in place. Contingency planning in place and additional resource identified and budgeted. | <p>Continue to update Staff Welfare Spreadsheet. Weekly updates</p> <p>Any absences that relate to COVID symptoms will also be emailed to absent@E-ACT.org.uk.</p> <p>All staff to receive individual risk assessment, updated for Jan 21</p> <p>Regional vulnerable staff tracker in place and will be updated in accordance with</p> | Yes | Yes | Low | SCO SLT JBO AWH |



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| | <p>In line with Jan 21 guidance:-</p> <ul style="list-style-type: none"> • CEV staff must work from home in line with medical letters they will have received around shielding. • Vulnerable staff can attend work if they are unable to work from home. • Staff who are pregnant should work from home where possible in line with the guidance on vulnerable staff. • Other staff who believe they are at a heightened risk should work from home if possible but they can attend work if they follow all the mitigations and control measures that have been put in place. <p>All staff to be offered an update of their individual Risk Assessment.</p> | <p>the updated risk assessments.</p> <p>Learning Passports being updated to ensure vulnerable students have the support required for their successful return.</p> <p>Contingency Plan has been written for Personal Risk Assessments are reviewed and staffing picture for September is in place.</p> <p>Staff rotas must ensure we have safe numbers of staff on site but where staff can work from home they should.</p> | | | | |
| <p>Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group</p> | <ul style="list-style-type: none"> • SLT and site management team meeting to review school site and specify entry/exit points and classroom use • All classrooms being fully utilised for each class year group and reorganised to allow front facing desks • Face shields to be worn in communal areas • Furniture items to be arranged to be front facing (may need to acquire additional more | <p>Staggered start and exit times with different year groups using different perimeter gates</p> <p>Timetable reviewed and updated in response to any changes to government guidance and expected changes to pupil numbers in the physical school</p> | Yes | Yes | Low | SLI MBO SLI HOY SCO |



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| | <p>suitable furniture e.g. replacing round tables with front facing desks</p> <ul style="list-style-type: none"> • Spaces identified for use to support mitigating risk of contamination – i.e. holding areas for pupils indifferent class / year group bubbles arriving on a staggered basis, room for pupils / staff showing symptoms before being collected. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan • Room usage regularly reviewed during school operation when returning and changes made and recorded. | <p>Weekly meeting between Head and site manager to review physical set up of Academy and classrooms.</p> <p>All classrooms have forward facing desks.</p> <p>Staggered starts with those arriving early on buses supervised in Year Group zone with HOY.</p> <p>Fortnightly site walk Head and site manager to review physical set up of Academy and classrooms.</p> <p>Weekly HODs meeting in term time.</p> <p>Assessed weekly through HOD/HOY meeting and staff training on how to raise concerns to SLT.</p> | | | | |
| <p>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</p> | <ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each class/ year group to allow for reduced interaction between year groups. Reduce the need to move between basic class spaces. | <p>Timetable reviewed and updated in response to any changes to government guidance and expected changes to pupil numbers in the physical school</p> | <p>Yes</p> | <p>Yes</p> | <p>Low</p> | <p>MBO SLI HC SLT</p> |



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| | <ul style="list-style-type: none"> Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing by the teacher. Spare furniture removed that will not be used. Clear signage displayed in classrooms promoting social distancing and hygiene. Hand washing and sanitiser facilities identified for each learning area. Additional items required installed. Arrangements in place to support pupils when not at school with remote learning at home. Staff that cover absence are recorded against the bubble they teach and recorded for track and trace purposes. Encourage use of outdoor space, especially for PE / Sports on a non contact basis. | <p>Information, including updates to risk assessment, sent to parents by email and posted on Academy website at the start of each term and through regular parental communications. Videos will be made for parents and pupils and uploaded on w/b 2nd September</p> <p>Forward facing forwards with excess furniture removed to maximise space and movement channels. Teacher desk with marked isolation area.</p> <p>All rooms to have hand sanitising facilities. Corridor hand sanitisers in place. Daily check of hygiene stores.</p> <p>Virtual Learning plans are well established.</p> <p>Separate gates, movement paths between lessons. Staggered starts, amended access to canteen and exits. Designated outside spaces.</p> | | | | |



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| | | <p>Plan for outdoor PE with indoor theory in case of inclement weather. PE Curriculum to be revised Jan 2021</p> <p>Staff regularly reminded to keep 2m from other staff</p> <p>Staff regularly reminded to keep 2m from pupils where possible especially when working across bubbles.</p> <p>Each KS group has its own allocated canteen.</p> | | | | |
| <p>There is a need for additional space to allow for curriculum to be fully delivered</p> | <ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g, dining areas, halls, studios, particularly in outdoor areas. • Large gatherings and assemblies prohibited • Design layout and arrangements in place to enable social distancing. | <p>Virtual assemblies and staff meetings/training.</p> <p>Dining arrangements included in reopening plans and are staggered per year group.</p> <p>Outdoor designated areas in place and are included in the reopening plans.</p> | <p>Yes</p> | <p>Yes</p> | <p>Low</p> | <p>MBO SLI</p> |



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| | | <p>Each year group will have full access to breadth of curriculum and will ensure balance of core and no core subjects within the classrooms</p> <p>Virtual Assembly Plan features in Staff Planner</p> <p>Separate gates, zones, controlled movement pathways and one way system in identified areas, designated outdoor spaces, toilets. Staggered times.</p> | | | | |
| <p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p> | <ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools. A standard guide to the risk assessment and operating procedures pre opening will be provided by the Trust to complement local communications. A parental version of the final Risk Assessment is made available, published on the web site and a mechanism to record | <p>Welfare Checks identify concerns and provide reassurance and a plan to meet individual needs.</p> <p>Approved risk assessment uploaded to Academy website.</p> <p>Advice on Academy website and leaflet produced to give to parents of sick child.</p> | Yes | Yes | Low | SCO MHO JWE DLA |



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| | <p>and implement any parental feedback is in place.</p> <ul style="list-style-type: none"> Consider parent and pupil handbooks reflecting changes to usual school policy Advice is made available to parents on arrangements testing for COVID-19 Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods | <p>No parents on site unless arranged by SC/AW/MH.</p> | | | | |
| <p>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</p> | <ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a regular basis via email, text and the school's website and verbally. Community languages are considered. Clear procedures in place where a child falls ill whilst at school in line with this guidance. Ensure isolation room identified, | <p>Trust Information letter shared with parents and reiterated on the website, social media and Parent Forums. EAL Coordinator working communicating with identified families where language may be a barrier.</p> <p>Staff trained to recognise symptoms, SLT collection protocol in place.</p> <p>Medical Rooms set up in with training for staff having taken place and procedure displayed on walls including the correct use of PPE.</p> | <p>Yes</p> | <p>Yes</p> | | |



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| | <ul style="list-style-type: none"> Immediate notification to absent@e-act.org.uk in every case where a student/staff is symptomatic | Stocks to be checked weekly. | | | | |
| Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place | <ul style="list-style-type: none"> Ensure message around staying home if ill is reinforced. Clear communication around hygiene guidance. Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family | <p>Trust Information letter shared with parents and reiterated on the website, social media and Parent Forums. EAL Coordinator working communicating with identified families where language may be a barrier. Student virtual assemblies on recognising the symptoms and social responsibility as part of 'Do the Right Thing' value.</p> <p>Included in social responsibility virtual assemblies, backed up by poster campaign, and hand sanitisers on entrance gates, along corridors and in classrooms. Catch it! Kill it! Bin it! Strongly enforced by all adults.</p> <p>Summer Welfare Checks ascertain families and children at risk and</p> | Yes | Yes | Low | AWO SCO MHO |



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| | | intentions for September attendance | | | | |
| The start and end of the school day create risks of breaching social distancing guidelines | <ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is maximised; where possible different groups to enter through their own access point. • Staff, parents 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 and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. | <p>Buses arrive at 8.30am with Y11 and Sixth Form going to lessons</p> <p>Included in information letter, website, and social media posts and discussed at the Parent Forums.</p> <p>Three senior leaders on each gate, one outside the academy supervising appropriate social distancing according to the latest Government guidance, one controlling the entrance and one supervising the application of hand sanitiser on entry to the buildings.</p> <p>Floor markings at 2m intervals already in place with plan for doubling up of hand sanitisers at entry points to increase capacity and reduce queuing</p> | Yes | Yes | Low | SLI SCO |



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| | | Parents to enter school building by appointment only. Expectations when on site explained on arrival e.g. 2m social distancing, hand hygiene | | | | |
| Daily attendance registers for new cohorts are not in place | <ul style="list-style-type: none"> • Completion of school daily attendance registers • Completion of DfE daily submission (if still applicable) • Regular reporting and monitoring of attendance | <p>Clarification of Welfare and Attendance team roles to support Attendance Officer and increase speed of follow up calls.</p> <p>Summer Welfare checks the intention of students to return and support where needed to reassure.</p> <p>First week daily monitoring of absence with usual quick response call from Welfare and Attendance Team, further supported by HOY calls.</p> | Yes | Yes | Low | MHO |
| The school is unable to provide breakfast clubs, lunch clubs and after-school club | Appropriate adjustment of extra-curricular activities | Extra-Curricular cancelled | N/A | N/A | N/A | BJO |



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| Meals are not available for all children in school | <ul style="list-style-type: none"> • Communication with catering provider to implement staggered break and lunch schedule in line with school operating plan. • Catering provider must complete separate risk assessment for catering staff and kitchens • School must risk assess any of their own staff involved with catering provision. • Cleaning at all times in between different bubbles using the same communal area. • Alternative arrangements in place for provision of school meals if necessary • Usual considerations in place for dietary requirements | <p>Structure of the day amended, detailed in Operating Plan</p> <p>Deployment plan to ensure effective supervision of staggered lunchtimes</p> <p>Before re-entering their classrooms, students must use hand sanitiser</p> <p>Year groups go to designated outside space to await signal that canteen cleaning is complete</p> <p>All students will have access to hot food (served in the designated dining rooms) during the academy day. A limited menu will operate initially and will initially consist of a 'grab bag' option where students have the option of sandwiches and snacks.</p> | Yes | Yes | Low | SLI SCO |



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| | | <p>Salad bar not to be used only plated hot meals and grab and go options.</p> <p>Where applicable catering provider to be included in staff training during inset.</p> <p>Evidence of staff training for external catering contractors sent to ROD.</p> | | | | |
| <p>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</p> | <ul style="list-style-type: none"> • Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements | <p>E-ACT Child Protection & Safeguarding Policy updated and shared with staff through INSET training</p> <p>Fire Exit Routes to be reviewed to minimise the compromising of year group bubbles.</p> <p>Included on Information Letter, Website, SM Posts and Year Blog and videos. Reinforced by Social Responsibility Virtual Assemblies.</p> | Yes | Yes | Low | SCO SLI AWO |



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| | <ul style="list-style-type: none"> Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency | | | | | |
| Higher risk of increased disclosures from returning pupils | <ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupil Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help | <p>Safeguarding Team working to build capacity through compulsory DSL Training for all of the Pastoral and Welfare and Attendance Team.</p> <p>Welfare Checks to ascertain the intention of students to return and to target support and reassurance accordingly to maximise start of term attendance.</p> <p>Well established history of strong communication and multi-agency working but sometimes compromised by the capacity of support agencies.</p> <p>The robust nature of the welfare check process during lockdown will mitigate against this</p> <p>Safeguarding awareness session for all staff during</p> | Yes | Yes | Low | SCO MHO |



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| | | insets in September will include refresher on dealing with disclosures. | | | | |
| Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school | <ul style="list-style-type: none"> Increase capacity of mental health first aid trainers in order to get more first aiders trained urgently. Train staff on teaching about mental wellbeing and then use tutor times to support students in rebuilding friendships and social engagement, equipping them to respond to issues linked to coronavirus and improving their physical and mental wellbeing. Provide focused pastoral support where individual issues are identified, drawing on external support where necessary. Details of new space funded and created over the summer to be inserted here. | <p>Audit current capacity and prioritise members of the Pastoral, SEND and Welfare Teams for training.</p> <p>Safeguarding awareness session for all staff during INSETs in September will include key signs/symptoms for poor mental health and key interventions</p> <p>Continuation of the R and R curriculum for all year groups</p> <p>Successful £1,500 grant bid to provide funding for mental health awareness</p> | Yes | Yes | Low | AWH LTO SLI |
| Pupils' behaviour on return to school does not comply with social | <ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age- | The revised behaviour policy to be read and discussed with staff during INSET training and weekly staff briefings. | Yes | Yes | Low | SLI AWH |



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| distancing guidance | <p>appropriate methods such as stories and games.</p> <ul style="list-style-type: none"> • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • • 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 and 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 to reinforce the importance of and exhibit social distancing. | <p>The revised behaviour policy communicated to parents and pupils and available on the Academy website</p> <p>Social distance message conveyed in letter home, on website, year blogs and social media. Social distance signage in place around the academy including 2m markers at queue points. Message reinforced by Social Responsibility virtual assemblies and appropriate number of duty staff.</p> <p>Isolation area marked around teachers' desks. Maximum of three staff allowed in offices/staffrooms at any one time. Meetings/briefings to continue to be held on TEAMS.</p> <p>A Movement Plan in place to control movement pathways to minimise interaction between year groups.</p> | | | | |



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| | | <p>Virtual assemblies only. Staggered starts, breaks, lunches and finishes. Bus students arriving early moved to year zones.</p> <p>Paired year groups allocated separate outside and indoor spaces at lunch and break times. Duty Rota needs finalising to fit around staggered times and timetable requirements. Lunch time supervisors coordinated with Primary School.</p> <p>SLT Duty Rota monitors predicted pinch points (e.g. Outside School at start and end of day, the Canteen, lessons identified as having problematic movement) RA assessed and adjusted weekly at SLT</p> <p>Included in letter home, website, year blogs and Parent Forums.</p> | | | | |



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| <p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p> | <ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi are covered where appropriate • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school | <p>Key knowledge identified from Lockdown schemes and assessments in January to measure successful recall. Recovery schemes of learning to reinforce lockdown work and gain time by focussing on key knowledge for new learning.</p> <p>Training to focus on Total Recall Strategy and mid and end of scheme assessment.</p> <p>Y11 schemes to reflect on key areas of syllabi to be covered in remaining time. Follow advice from Ofqual and exam boards about Summer Series of Exams 2021.</p> <p>KS3 KS4 Achievement Boards meet weekly</p> <p>Green, Amber and Red Groups identified in all year groups with mentoring targeted to tackle underperformance relative to ability.</p> | <p>Yes</p> | <p>Yes</p> | <p>Low</p> | <p>CLC KBA ERE</p> |



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| | | Welfare checks ascertain ability and intent to return in Jan, early attendance analysis targets support and use of SHMW to provide virtual learning. | | | | |
| School unable to meet full provision required in line with EHCP | <ul style="list-style-type: none"> Review individual pupil's EHCP to consider what can reasonably be provided whilst in school Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan Access support through health and social care offer | <p>EHCP Plans carefully supported during lockdown. Full capacity of SEND Team (confirmed through positive Personal Risk assessments) means the required capacity is there to support. SENCo fully involved in Transition Information Gathering meeting all primary school SENCOs.</p> <p>Vulnerable students supported by Welfare Checks and reintegration plans formulated.</p> <p>Continue to access appropriate professional support and monitor impact.</p> | Yes | Yes | Low | AWH |
| What can we do differently for SEN/D students so they transition smoothly back | <ul style="list-style-type: none"> Provide specific help and preparation for the changes to routine, and provide specialist interventions swiftly on students' return, including external agencies. | <p>Ensure all passports for SEND students are up to date and shared with staff prior to the start of term.</p> <p>Ensure priority given to supporting SEND students</p> | Yes | Yes | Low | AWH |



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| <p>into school and make up for lost curriculum time?</p> | | <p>through support in class and through additional out of class support, including mental health/SEMH support</p> <p>Ensure outside professional advice/appointments are arranged as soon as possible, particularly for students who had EP visits etc postponed due to school closure.</p> <p>Continue to maintain good communication with parents of SEND pupils.</p> | | | | |
| <p>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</p> | <ul style="list-style-type: none"> Review the resources required to sustain the online offer for pupils that are unable to attend school | <p>Arrangements for virtual school are as follows will continue to run in line with the physical school.</p> <p>Show My Homework subscription renewed</p> <p>Home Learning tasks mirror delivered lessons in academy</p> <p>Consideration of Academy 21 for most vulnerable KS4 students</p> | <p>Yes</p> | <p>Yes</p> | | <p>ERE</p> |



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| Deployment of ITT trainees | <ul style="list-style-type: none"> • Strongly encourage schools to consider hosting ITT trainees • Take responsibility, with usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons • Be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues • Develop or engage in working groups to share best practice around resilience, commitment and team working • Work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload | <p>Appointment of new professional Tutor to mentor NQTs and ITT staff Teach First and Straight to Teaching programmes accessed.</p> <p>Reduced Timetable and appropriate timetabling</p> <p>ITT Support CPD Programme and Professional Portfolio</p> <p>Development of Support Network across Daventry</p> <p>Incorporated into ITT Support CPD Programme</p> | Yes | Yes | Low | SCO MBO ERE |
| Identify staff unable to return to school | <ul style="list-style-type: none"> • Through the process above of understanding level of returning staff, identify specific activities for staff who following their risk | Personal Risk Assessment produced for all staff to cover | Yes | Yes | Low | SCO |



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| | assessment are not able to return to the workplace but are able to work remotely. | CV, CEV, BAME, 50+ and Male Staff | | | | |
| Staff are insufficiently briefed on expectations | <ul style="list-style-type: none"> A member of staff per academy is identified as the point of contact for this risk assessment (could be union rep or another that is selected by the staff) to collate staff feedback and engage with SLT. All staff made aware prior to end of winter term 2020 of the proposed operating plan and content of this Risk Assessment. Feedback invited and where relevant the RA is updated. On return to school in the first week in September through both INSET and staggered pupil return staff are re briefed on the school operating plan, the final risk assessment is shared and signed off. Staff expectations about their critical role in social distancing and distance to be maintained in the classroom and around school is made clear. Staff understanding of the bubbles that exist in the school operating plan is clear and the need to maintain this preventative measure. Reporting any mixing that is not per the plan. | <p>Staff will be updated on the Operating Plan, Risk Assessment and Academy Policies and Procedures through INSET training plus ad hoc and weekly staff briefings</p> <p>Modelling of social distancing emphasised in training and adherence to teacher isolation area in classroom and maximum of three staff in an office.</p> <p>RA Zones and control measures explained in consultation and Jan training. Reporting system about concerns/breaches of RA to Union Reps</p> <p>As above, reporting system to SCO and concerns raised with union reps. RA adherence and effectiveness reviewed weekly at SLT.</p> | Yes | Yes | Low | SCO |



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| | <ul style="list-style-type: none"> • Staff are encouraged to provide regular feedback on the school operating plan and this risk assessment. This feedback is recorded and implemented where applicable. • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school | <p>Weekly Staffing Checks for vulnerable staff with suggested support. MHWB continued to be promoted in staff newsletter and cpd.</p> <p>Included in Staff Well Being Action Plan 20/21 Once RA is confirmed, a review of required training will take place to plan training.</p> | | | | |
| <p>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do</p> | <ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, , class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where this supports minimising bubble contamination. • Circulation routes are clearly marked with appropriate signage. | <p>Each year group has separate gate access on staggered starts.</p> <p>Socially distanced queuing in year group bubbles</p> <p>Class sizes-will be minimised depending on pupil numbers, availability of staff in the physical school and size of classroom in use.</p> | Yes | Yes | Low | SLI SLT |



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| <p>not observe social distancing at break and lunch times</p> | <ul style="list-style-type: none"> Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points The movement of pupils around school is minimised as much as possible through the timetable and the creation of bubble 'zones' where possible. Where possible, pupils stay in classrooms and staff move around. Lesson change overs are staggered to avoid overcrowding. or mitigated by staying in classroom Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Pupils are made aware of the importance to minimise close contact as that is defined in the guidance. Proportionate procedures in place to record instances of close contact (this will be required in the event of PHE track and trace). | <p>Excess furniture removed to maximise space.</p> <p>New Movement Plan in place.</p> <p>Some part of the school identified as one way and reinforced with signage.</p> <p>Canteen and entrance gates identified so far for additional supervision. In day cleaners focus on cleaning thoroughfares in lesson time and zone classrooms at social times.</p> <p>Zones and home rooms created to minimise student movement and protect year group bubbles.</p> <p>This is the plan apart from specialist practical classrooms where movement pathways will be tightly controlled.</p> <p>Use of zones and home rooms will reduce movement, some staggering</p> | | | | |



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| | <ul style="list-style-type: none">• Appropriate supervision levels are in place.• Agree how safety measures and messages will be implemented and displayed around school | <p>of lesson changes, Movement plan lesson by lesson is being prepared by timetable.</p> <p>Letter home contains social distance ruling, supported by website, year blogs, social media, virtual assemblies and duty staff.</p> <p>Timetable and attendance register will show normal contacts. Student questioning to see if there was any other contact to those in bubble. Visitors sign in includes personal contact information.</p> <p>Duty Rota devised to reflect the logistical challenges of staggered breaks, lunches, starts and finishes.</p> <p>Through SLT Meetings, CPD, Staff Consultation, weekly RA reviews.</p> | | | | |



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| Staff rooms and offices do not allow for observation of social distancing guidelines | <ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. | <p>Number of staff members allowed in staff workrooms at one time has been restricted. All rooms limited to a maximum occupancy based on their size and limited to a maximum of 3 to allow for social distancing.</p> <p>All staff will use offices following the 2-metre distance rule.</p> <p>No sharing of cups, cutlery or refreshments or making food or drinks for others.</p> <p>Staff will be updated on the Operating Plan, Risk Assessment and Academy Policies and Procedures through INSET training plus ad hoc and weekly staff briefings</p> | Yes | Yes | Low | SCO |
| Queues for toilets and handwashing risk non-compliance with social distancing measures | <ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Where possible create hand washing and toilet usage only within bubbles Nursery have arrangements in place to meet the staffing requirements when changing | <p>Queueing zones need outside toilets with social distancing markings. Duty staff to monitor toilet usage to prevent overcrowding.</p> <p>Floor markings added to with toilet queue zones.</p> | Yes | Yes | Low | SLI HC |



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| | <p>nappies and responding to children changing requirements.</p> <ul style="list-style-type: none"> • Floor markings remain in place to promote social distancing. • Pupils and staff 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 to take account for the number of pupils accessing the facilities. • Monitoring ensures a constant supply of soap and paper towels - hand driers reinstated. • Lidded Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing/sanitising is incorporated into the daily timetable. | <p>One at a time usage not possible for main toilets. Only Unisex and disabled toilets. Duty staff to limit usage of main toilets to three at a time.</p> <p>Student toilet pass issued by teacher if needing the toilet in lesson and time out of lesson monitored by the teacher.</p> <p>Designated toilets cleaned after social times.</p> <p>This part of post social time cleaning routine. Daily site walk by SLT members allocated a zone. Weekly checks of stocks.</p> <p>Included in virtual Social Responsibility Assemblies on return in September, displayed on TV Screens, Blogs, and on signage around the academy.</p> <p>Hand sanitiser on each entrance but needs doubling. Hand sanitiser along</p> | | | | |



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| | <ul style="list-style-type: none"> Provision of hand gel is made available where there are no handwashing facilities, in all learning areas. reception areas and entry and exit points. Supervised use for young pupils. | academy corridors but needs extending to include non-alcohol based sanitiser in Science. Hand sanitiser on hygiene table inside the door of each classroom. | | | | |
| Cleaning capacity is reduced so that an initial deeper clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required | <ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any enhanced cleans) agreed with contracting agencies prior to September opening and in line with current guidance. An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. In line with current guidance. Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces. Introduce cleaning of shared resources where required and consider role of our staff (eg technicians) in this. More frequent cleaning of rooms / shared areas that are used by different groups Working hours for cleaning staff are increased in agreement with staff if required and budgeted. | <p>Current mothballed classrooms need an enhanced summer clean. Return to work capacity discussed.</p> <p>Requirements for day cleaners and end of day cleaners tailored to meet demands of this RA. Toilets and thoroughfares cleaned in lesson time with classrooms cleaned at social times. End of day and before school cleaning plan organised.</p> <p>Practical subjects create their plan for allocating resources to particular year groups and/or a cleaning regime for shared resources. Technicians responsible for the cleaning but capacity means that teaching staff may need to support.</p> | Yes | Yes | Low | HC |



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| | <ul style="list-style-type: none"> Outdoor playground equipment should be more frequently cleaned. | <p>Rooms out of year group zones will need prioritising (i.e. Practical Subjects). Timetable and rooming arranged to facilitate this with cleaning plan in place especially if there is straight class change in a room to another year group.</p> <p>Meeting to discuss demand of RA and Cleantec capacity.</p> <p>Main focus on outdoor picnic tables cleaned after each social time.</p> | | | | |
| <p>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</p> | <ul style="list-style-type: none"> Cleaning company/team is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance Plans are in place to identify and clean all areas with which the symptomatic person has been in contact Sufficient and suitable equipment is available for the required clean Adequate disposal arrangements are in place to dispose of contaminated waste | <p>Update/reminder of guidance</p> <p>Responsibility of in day cleaning team informed by SLT about affected areas.</p> <p>Reserve Stocks monitored on a weekly basis. Stocks in situ monitored daily.</p> <p>PHE Guidance followed Need for additional lidded bins</p> <p>Medical Room suite to be cleaned by in-house</p> | Yes | Yes | Low | HC |



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| | <ul style="list-style-type: none"> • Cleaning of the area where staff or students are held when falling ill with symptoms during the day. | <p>cleaners immediately after sick child or staff has left the premises.</p> | | | | |
| <p>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</p> | <ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. • Reinforce 'catch it, kill it, bin it' message | <p>Continue to monitor water temperature for appropriate hand hygiene (raised and adjusted in last union consultation in June). Site walk to determine extension of corridor hand sanitiser and doubling up of provision in entrance areas. Summer ordering of stocks to ensure plentiful supplies and resources in situ at end of the set up period</p> <p>Checked at start and end of day and after post social time cleans.</p> | <p>Yes</p> | <p>Yes</p> | <p>Low</p> | <p>HC</p> |



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| | | <p>Posters positioned around the site and supported by TV Screens</p> <p>Form part of Social Responsibility Virtual Assemblies and backed up by posters on every hygiene table in each classroom, year blogs and TV Screens.</p> | | | | |
| <p>Inadequate supplies and resources mean that shared items are not cleaned after each use</p> | <ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts | <p>Exercise Books stay in school. Home Learning presented and produced virtually. Use of text books suspended.</p> <p>No sharing or resources explained in social responsibility virtual assemblies</p> <p>Resource plan created by each subject area regarding the use of resources to consider allocating resources to a particular year group and/or cleaning of resources between usage from different year groups. Technicians supported by teaching staff and Cleantec staff where timetable requires a quick turnaround.</p> | Yes | Yes | Low | ERE SLI HC SBE |



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| | <ul style="list-style-type: none"> Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products The ROD made aware of any additional financial commitments | <p>Cleaning regime understood by Cleantec, technicians, teachers and students.</p> <p>Risk Assessment costed</p> | | | | |
| <p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</p> | <ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school and to stay at home if unwell. Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. This guidance has been explained to staff and pupils as part of the induction process. Bubble registers to be in place as well as recording of any close contact with bubbles Staff are aware of the location of the emergency PPE pack and the situations where its use is mandatory – when dealing with symptomatic students or staff or for close intimate care / first aid. | <p>Parental information produced by the Trust distributed at the end of the Summer Term. Supported by Parent Forums at start and end of summer holidays.</p> <p>Staff trained to recognise symptoms</p> <p>New staff included in Jan consultation /training Students made aware in Social Responsibility virtual assemblies and supported by Year Blogs, Screens, Signage.</p> <p>Timetable and registers allow monitoring of bubbles with additional close contact reported to Welfare and Attendance Team for logging.</p> | Yes | Yes | Low | SCO AWO ERE MBO |



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| | <ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Report cases immediately to ROD and email absent@e-act.org.uk and the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. PHE will engage and advise on steps to take following reports by us to them AND if they contact us from wider test and trace in the community. Contact with PHE immediately and their advice on next steps is critical as well as notifying the Trust. Nominate a co-ordinator in the academy who the Trust can regularly liaise with. It is a critical system of control that we respond to any infection in line with the detailed PHE guidance and we report every potential case to absent@e-act in order that we can prepare for the | <p>Procedure in place and training delivered for SLT and First Aiders on the collection and treatment of symptomatic students or staff in the Medical Rooms. Training included the effective use of PPE. Procedure posters and PPE Advice on walls of medical rooms.</p> <p>Risk Assessment remains a live document and reacts to advice from PHE and the DFE and consultation with parents, staff, the Academy Council and Unions.</p> <p>Familiar with process from December wider opening.</p> <p>Commitment to follow guidance.</p> <p>Noted and will work adhere to advice given.</p> <p>This procedure is understood and in place.</p> | | | | |



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| | <p>potential implications of a subsequent positive result.</p> <ul style="list-style-type: none"> Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested Academies will be sent home test kits that can be handed to staff / parents as required. This stock to be managed and records kept of who it has been provided to. Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. Refer to ROD. | <p>Staff will be updated on the Operating Plan, Risk Assessment and Academy Policies and Procedures through INSET training plus adhoc and weekly staff briefings</p> | | | | |
| <p>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</p> | <ul style="list-style-type: none"> School's isolation room/space has been assessed to ensure social distancing and isolation measures are not compromised Immediate notification to absent@e-act in every case where a student/staff is symptomatic. Must contact ROD/RED and COO | <p>Measured and established in June, with suite of three medical rooms. One main COVID Room identified.</p> <p>Procedure understood and in place.</p> | <p>Yes</p> | <p>Yes</p> | <p>Low</p> | <p>SCO</p> |



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| | <ul style="list-style-type: none"> For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. | <p>Part of the in-house cleaner identified role and contained in procedures and protocol displayed in medical rooms.</p> <p>Procedures designed to maintain the 2m distance.</p> | | | | |
| Provision of PPE for staff where required is not in line with government guidelines | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood and communicated Students and staff to wear face coverings in communal areas Sufficient PPE has been procured through normal stockist PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling | <p>Sufficient PPE in stock</p> <p>No identified requirement beyond medical room.</p> <p>Included in PPE Training and on posters displayed in Medical Rooms.</p> <p>Reminder in Staff Training</p> <p>Discussion needed on whether this applicable for our stocks</p> | Yes | Yes | Low | SCO RE/SH SH/HC |



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| | <p>deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</p> <ul style="list-style-type: none">• Staff are reminded that wearing of gloves is not a substitute for good handwashing.• Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs• Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance <p>E-ACT position has been consistent on the wearing of face coverings since Sep 20 and the current guidance for the higher risks and lockdown are already covered by this. All staff in all our academies to wear when in communal areas or corridors. In the classroom should staff wish to be provided with a face covering / visor we will provide this.</p> | | | | | |



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| PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home | <ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines Sufficient stock has been ordered using school's usual suppliers ROD must be satisfied that arrangements are in place and in line with DfE guidelines | <p>PPE in Medical Room ready since June wider opening</p> <p>Plentiful stock at the end of Autumn Term,</p> <p>ROD included in Site Walks</p> | Yes | Yes | Low | AWO |
| There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | <ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, 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 always maintained. | <p>All contractors needed to gain access to site will be contacted to gain their COVID secure risk assessments and method statements.</p> <p>We will share our Academy risk assessment with any contractors that are due to come on site.</p> <p>The contractor onsite procedures including signing of Academy expectations and induction remains in place.</p> | Yes | Yes | Low | HC |



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| | <ul style="list-style-type: none"> • Records kept of all contractors on site for track and trace purposes. • 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). • ROD must be aware of any planned works and associated risk assessments | <p>Any contractor that has not been scheduled to attend or have not provided their COVID secure risk assessment and method statement to the site team will be turned away</p> <p>Planned work project tracker remains in place for all works on site.</p> <p>Visiting workers to the Academy should be sent a copy of the risk assessment before arrival onsite to ensure that they comply with Academy arrangements.</p> | | | | |
| Fire procedures are not appropriate to cover new arrangements | <ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Any revised building layout ○ Reduced numbers of pupils/staff ○ Social distancing rules during evacuation and at muster points ○ Possible need for additional muster point(s) to enable social distancing where possible | <p>Integration of Movement Plan with Fire Exit procedures to ensure no conflicting advice.</p> <p>Fire Marshall team trained for 1st Jan</p> | Yes | Yes | Low | SCO HC SLI AWO |



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| | <ul style="list-style-type: none">Staff and pupils have been briefed on any new evacuation procedures.Incident controller and fire marshals have been trained and briefed appropriately. | <p>Fire procedures have been updated</p> <p>Fire drill will take during the first 2 weeks of each term and 1 week following any significant changes to the operating plan.</p> | | | | |
| Fire marshals absent due to self-isolation | <ul style="list-style-type: none">An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.Sufficient staff appropriately trained in fire marshal duties as required | Cover Fire Marshalls built into new team for new academic year and trained accordingly. | Yes | Yes | Low | AWO |
| Statutory compliance has not been completed due to the availability of contractors during lockdown | <ul style="list-style-type: none">All statutory compliance is up to date.Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | All statutory compliance testing has been completed and is up to date. | Yes | Yes | Low | HC |



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| Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding | <ul style="list-style-type: none"> Equality impact assessment is updated prior to full return for staff and pupils. This will be reviewed centrally and then sent to academies in good time ahead of Sep re opening for local update. | EIA in place | | | | SCO |
| Parents do not follow advice on social distancing when visiting the school | <ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time. Any visitors arriving without an appointment should be turned away and advised to make an appointment. All visitors must be recorded with contact details and the area of the school / bubble they are engaging with. Arrangements for visiting the school are communicated to parents/ carers Expectations around hygiene and social distancing are communicated with parents/carers/visitors including drop-off/pick-up time to reduce gatherings | <p>Visitors need to be approved by SC/AW/MH for essential visits. Communication routinely by email, phone or TEAMS.</p> <p>Record maintained by Front Office as part of the Signing in and out process.</p> <p>As part of parental letter, parent forums and displayed on website, blogs.</p> <p>As part of parental letter, parent forums and displayed on website, blogs.</p> | Yes | Yes | Low | SCO AWO |
| Existing policies on safeguarding, health and safety, fire | <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. | Lockdown policy adjusted for staff and students to go under their table rather than compromising social | Yes | Yes | Low | SCO AWH |



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| evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | | <p>distancing by gathering under a table.</p> <p>During INSET training staff will be updated on changes to policies. These can be found https://www.e-act.org.uk/e-act-policies/ or https://insight.e-act.org.uk/policies</p> | | | | |
| Pick up and drop off times | <ul style="list-style-type: none"> Consider opening school gates earlier so parents can socially distance on the playground Staggered start and finish times to ease pavement congestion – this is communicated clearly to parents. Consider the use of simple signage to highlight social distancing at pick up and drop off. Creation of a holding area (and record as a bubble) for pupils arriving earlier (eg sibling, public transport) than their official start time. | <p>No parental access through student gates. Access through main gates but not into building without approval.</p> <p>Staggered starts and different year group entrances. Communicated in end of term letter and reinforced on website, blogs and parent forums.</p> | Yes | Yes | Low | AWO SLI |
| School Transport | <ul style="list-style-type: none"> <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read</i> | Review of pupils and staff that use public transport completed. | Yes | Yes | Low | SLI HOY |



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| | <p><i>the Coronavirus (COVID-19): safer travel guidance for passengers</i></p> <ul style="list-style-type: none"> ➤ <i>ensure that transport arrangements cater for any changes to start and finish times</i> <p>In addition:</p> <ul style="list-style-type: none"> • Encourage walking, cycling or scooting to their education setting where possible. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. | <p>Guidance being monitored regularly to ensure information sent to parents of students from the villages is up to date</p> <p>Buses to drop off at 8.30am and collect at 3.30pm.</p> <p>Encourage walking/cycling in end of year letter and year blogs with cycle racks cleaned.</p> | | | | |
| <p>Public Transport usage and impact on academy.</p> | <ul style="list-style-type: none"> • Staggered start times will depress usage at peak times. • All pupils to be made aware of the national guidance on using public transport. • Pupils wearing masks to adhere to this guidance need to safely store whilst in school. • Academies have details of pupils using public transport and should encourage at all times alternative use where possible. • Pupils arriving on public transport ahead of their staggered start time | <p>Public Transport not used by students</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> |



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| | <p>need to be provided in an appropriate space before attending their own bubble, this ideally will be in their bubble zone, but if a more general space is used then the bubble contamination risk must be noted, register of this 'transport bubble' then kept.</p> | | | | | |
| <p>Dedicated School Transport</p> | <ul style="list-style-type: none"> Where an academy has dedicated school transport please refer to the full guidance on how this should be managed. Pay particular attention to:- <ul style="list-style-type: none"> If all on the dedicated transport then transfer to a consistent bubble in the school then pupils travelling on this bus may not need to wear PPE / Social distance. Also hand sanitiser will need to be provided on entry / exit from the bus. If the dedicated transport cohort disperses more widely into mixed bubbles in the school then you may need to consider application of the public transport guidance (PPE / distancing) to mitigate this. You will need to also engage with the dedicated transport provider on their | <p>Students disembark and move to bubble within year group zone.</p> <p>Students disembark and move to bubble within year group zone.</p> <p>Transport Company Risk Assessments reviewed and approved by ROD</p> | <p>Yes</p> | <p>Yes</p> | <p>Low</p> | <p>SLI HOY</p> |



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| | own risk assessment / prevention control. | | | | | |
| Curriculum does not factor in sufficient prevention control | <ul style="list-style-type: none"> The school operating plan and timetable has been designed with prevention control at its core. Please record here how your implementation of the model addresses:- <ul style="list-style-type: none"> Staggered start time and finish Older students who are more likely to take public transport have later start times to avoid peak hours. Between each break and lunch, there is a 15-minute slot for cleaning of areas used. 2 destinations are needed for each break and lunch – one year group will use the canteen for break and have hot food on offer, and the other year group will use another space and have cold food on offer. This will alternate for lunch, so all students will have access to hot food either at break or lunch every day. Where possible, students should stay in their classrooms and teachers move to teach the classes to reduce the amount of movement around the school and mitigate against cross-contamination of bubbles during lesson changeover. | <p>Reopening plan shows staggered starts with paired year groups entering from different gates.</p> <p>No use of Public Transport</p> <p>Where there is a 15 minute gap, exiting year group depart before the end of their allocated social time.</p> <p>Paired year groups on social times</p> <p>Timetable analysed to see if adjustments can be made to further reduce movement as part of the Movement Plan.</p> <p>Tutor Time ranges from 15 minutes to 30 minutes</p> <p>Morning Reg intervention for Y11</p> <p>Virtual Learning calendar produced for Staff Planner</p> | Yes | Yes | Low | SLI SH HODs AWH BJO KBA |



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| | <ul style="list-style-type: none"> Where possible, year groups should be zoned into sections of the school, again to reduce the amount of movement around the school and mitigate against cross-contamination of bubbles during lesson changeover. As many double lessons can be timetabled by Heads as possible, to reduce the amount of movement around the school and mitigate against cross-contamination of bubbles during lesson changeover. 1 hour tutor time per day is allocated for every year group, but this can be personalised by the school, so the time can be used for mental health education, relationships, sex and health education, SEN/D small group interventions (using catch up funding), small group interventions for students who have not engaged with virtual learning (using catch up funding), or intervention for year 11 in accordance with the year 11 strategy. Students wearing PE kit to school on days where they have PE to avoid use of changing rooms Virtual Assemblies to reduce large gatherings | <p>HODs Statement of Intent for practical lessons and the maintenance of hygiene standards.</p> <p>PE will be outdoors or theory lessons if inclement weather. However, guidance in this area to be monitored as we suspect a change in this restriction. Students must have appropriate PE Uniform and boots or change of trainers if wishing to access field. Curriculum review under way in PE and statement of intent needed regarding cleaning regime.</p> <p>Curriculum adjusted to acknowledge restrictions. Keyboard and computer generated composition possible. Curriculum review underway and statement of intent on use of equipment and cleaning regime.</p> | | | | |



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| | <ul style="list-style-type: none"> Record approach to practical lessons, either:- <ul style="list-style-type: none"> Demonstrations only Equipment allocated to class / year groups only Equipment used on a rotation basis with cleaning inbetween. <p>PE is delivered outdoors unless in exceptional circumstances. The PE curriculum is no longer designed around the seasons and is planned to avoid contact sports. PE equipment is used on a rotation or allocated to individual year groups. In between use, ensure equipment is cleaned thoroughly</p> <p>Music - No singing, wind or brass playing, no practical lessons of any kind, only theory, or half of the group do practical in week 1 and the other half do theory. This then alternates each week. The implication of this would be 1 additional adult.</p> | | | | | |
| School Visits | <ul style="list-style-type: none"> Any planned school visits / trips to be risk assessed as usual but with specific attention to COVID – 19. Schedule of planned trips to be provided to Regional Education Director for overview. | <p>Autumn and Spring Term trips cancelled.</p> <p>No new trip proposals until Government guidance changes.</p> | Yes | Yes | Low | SCO SLT |



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| | <ul style="list-style-type: none">• In line with current guidance no overnight / residential trips to be planned.• No non domestic trips to be considered. | As above. Consideration of use of the internet and SMHW links to broaden horizons on places of interest that relate to the curriculum. | | | | |