

Salford City Council

ALL HALLOWS' RC HIGH SCHOOL OPERATIONAL RISK ASSESSMENT FOR SCHOOL PARTIAL CLOSURE - JANUARY 2021

First version Sept 2020,
Revised Oct 20,

Significant revisions Jan 2021 for lockdown 3.

CHECKS AND BALANCES: RESPONDING TO COVID-19

Staying COVID Secure – Our Commitment

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will continue to comply with all relevant Health and Safety Legislation.
- ✓ We will have regard to statutory guidance in particular the guidance issued by the Department of Education regarding school reopening and implementing protective measures in education and childcare settings against COVID-19.
- ✓ We have regard to advice and guidance issued by Public Health England.

COVID-19: Operational risk assessment for school reopening

Assessment conducted by:	B Lindley-Clapp	Job title:	Assistant Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	13th January 2021	Review interval:	February 2021	Date of next review:	March 2021 by SLT/LA
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Related documents	
School/Trust/Local Authority documents/ :	Government guidance:
	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak Guidance for full opening: special schools and other specialist settings
	https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july#clinically-vulnerable-people

Record of Review	
Review Date	Overview of review

Government Advice

Weekly report of the Health Protection Board. Our latest figures, 21 January 2021

372.4 (down) - Weekly rate per 100,000 people (11 to 17 January 2021)

13.5% (down) - Tests which are positive (10 to 16 January 2021)

14 (up) - Number of deaths involving COVID-19 (2 to 8 January 2021)

Message to residents from Dr Muna Abdel Aziz, Director of Public Health

'We are in a national lockdown and the whole of the country is now asked to **stay at home unless there is a specific reason to go out**. We need everyone to follow the government guidance strictly so we can continue to bring the cases down and protect more people.

Coronavirus rates rose in December and in the run up to the national lockdown after reducing in November. The rates in Salford have started to dip back again and this may indicate that we are coming out of the peak of the third wave. The rate is now 456.3 per 100,000 in the week ending 14 January. While the rate may be slowly reducing, the impact on hospitals, and the number of deaths, will continue for several weeks and is unpredictable. We have seen parts of the country suddenly surge with the newer variants in circulation.'

Under the current advice from the government All Hallows RC High School is 'only open for vulnerable children and the children of critical workers because of coronavirus (COVID-19)'.

As a result of the advice above, we will continue to open the school to open the school to the pupils that fall under the categories mentioned. We will continue to follow the government guidelines and to take advice from Salford's Director of Public Health and the local authority to inform any further decisions.

KEY:

Remains the same from Risk Assessment for reopening the school

Does not fit with the current Lockdown and partial closure of school

New measures put into place following the partial closure of school

Risk matrix

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

Monitoring of R Number					
Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
R Number in Salford rises to a concerning level which may put our staff and pupils at an increased risk of infection	H	<ul style="list-style-type: none"> Information from the Director of Public Health is regularly checked and used to inform decisions on opening Information and advice from Salford's Director of Public Health is regularly checked and used to inform decisions on opening Information and advice from Salford LA Advisors is regularly checked and used to inform decisions on opening Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). A record of any COVID-19 symptoms in staff or pupils is reported to the local authority. Lateral flow testing is available to staff and pupils in school 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> R Number for Salford is monitored Information and advice from the Director of Public Health in Salford is checked regularly and used to inform decisions on opening All advice and recommendations provided by the Department of Public health will be followed stringently All advice and recommendations provided by the LA will be followed stringently Procedures in place for those displaying symptoms – e.g medical room prepared Information from DfE guidance has been shared with parents about what steps to take if anyone in the house displays symptoms First aiders to be briefed about procedures if a child or member of staff displays symptoms in school A record of any COVID-19 symptoms in staff or pupils to be kept Lateral flow testing is available to staff and pupils in school each day if requested 	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
1. Establishing a systematic process of full re-opening, including social distancing					
1.1 Reducing contact between year group 'bubbles' in the day					
<p>Pupils in different year groups will come into contact with each other regularly</p>	M	<ul style="list-style-type: none"> ● Agreed areas of entrance for each year group ● Agreed areas for pupils to congregate at the start of the day in their year group bubbles ● Agreed new year group 'zones' and arrangements confirmed for each year group where they stay together and do not mix with other year groups ● Agreed new break and lunch timetables for year group bubbles ● Pupils in school will have their break and lunch times in specific year group zones where they stay together and do not mix with other year groups ● Advice and guidance given to pupils, parents and staff when travelling to and from school 	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> ● Each year group has a specific entrance and designated waiting zone on entrance to school (see Standard operating procedures) ● Each year group will exit through the entrance they use (see Standard operating procedures) ● Each year group will form a 'bubble' and will remain together during their time at school in designated Zone (see Standard operating procedures) ● Each 'bubble' will remain in a designated 'zone' in school for the majority of the week (one day exception to allow science practical sessions) (see Standard operating procedures) ● The timetable has been adapted to include a prolonged P2/Break session and a split lunchtime (see Standard operating procedures) to ensure year groups are prevented from mixing ● Staff supervision timetable at the beginning and end of the day has been generated to ensure pupils from different 'bubbles' do not mix ● Staff supervision timetable created for break and lunch times has been generated to ensure pupils from different 'bubbles' do not mix ● Standard operating procedures shared with pupils, staff and parents ● Staff received training days to ensure they are well briefed and understand the expectations and procedures put in place ● Staggered start to pupils timetables in September planned to ensure they are well 	L

				<ul style="list-style-type: none"> briefed and understand the expectations and procedures put in place Risk assessment by a SENCO may require a TAs to wear further PPE visors during a session which involves close proximity, e.g 1-2-1 reading 	
1.2 Organisation of teaching space					
<p>Classroom sizes will not allow adequate social distancing for the staff</p>	H	<ul style="list-style-type: none"> Schools assess their circumstances and identify distinct groups or 'bubbles' of pupils that do not mix. (These may be small groups, classes or year groups.) Whatever the size of group, pupils should be kept apart from other groups where possible, and older children encouraged to social distance within groups. Classrooms re-modelled, with chairs and desks in place to allow for social distancing where appropriate. Seating plans should be created to ensure pupils are sat side-by-side and distanced from each other as much as is possible Clear signage displayed in classrooms promote social distancing. Keep classrooms ventilated When possible, adults should maintain a 2-metre distance from each other, and from children Adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone. Where staff or children cannot maintain distancing, keep in smaller separated groups. Where possible classrooms with windows should be used for classes and teachers to open these during lessons to circulate fresh air Where possible doors of classrooms to be kept open 	<ul style="list-style-type: none"> Y Y Y Y Y Y Y 	<ul style="list-style-type: none"> Each year group will form a 'bubble' and will remain together during their time at school Each 'bubble' will remain in a designated 'zone' in school for the majority of the week (one day exception to allow science practical sessions) Classrooms have been set up, where possible, to ensure pupils sit side-by-side at a distance and face forwards Signage remains in school reminding pupils the importance of social distancing All recirculation dampers or thermal wheels on the AHU's to be disabled to allow clean and fresh air to be circulated and no air will be re-used to reduce contamination Staff and pupils provided with standard operating procedures and given clear advice and training on the expectations Staff to open windows where possible when using classrooms. Especially in classrooms with large pupil numbers. Staff to open classroom doors if appropriate during lesson times 	L

<p>Use of large spaces such as the hall, sports hall, dining hall and outdoors is not possible</p>	<p>H</p>	<ul style="list-style-type: none"> Groups or bubbles should be kept apart meaning schools should avoid large gatherings such as assemblies or collective worship. Large indoor and outdoor spaces can be used, but arrangements should be in place for maximising social distancing between pupils and staff and paying scrupulous attention to cleaning and hygiene. Maximise use of external areas for outdoor sports, again observing social distancing ensuring sports equipment is thoroughly cleaned between each use by different groups. Contact sports must be avoided. All open classroom spaces have been set up to accommodate the larger classes 	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> The canteen and performance area has been set up for 4 year group bubbles to congregate in the morning separately (with 1 year group congregating in their own zone) The Sports Hall has been set up to allow a year group to congregate in the morning and for lunch time The yard has been set up to allow some year groups time outside at break and lunch separately An area of the yard has been sectioned off to create a pathway for year groups to travel into school from a designated entrance safely away from another year group bubble Larger classes have been placed in the open teaching spaces/classrooms to allow for distancing and spacing where possible Year group bubbles have been placed in the larger classrooms to ensure they can be seated as far away from each other as possible 	<p>L</p>
<p>Zone and classroom sizes will not accommodate entire year groups</p>	<p>H</p>	<ul style="list-style-type: none"> Additional chairs and tables have been set up in classrooms to ensure each 'zone' can accommodate the allocated year groups Classrooms adapted to ensure there is enough seating for pupils Classrooms adapted to ensure the seating is not face-to-face and appropriately distanced where possible Additional resources have been placed in zones to ensure each pupil has the necessary equipment for successful learning An inventory and audit of 'essential' resources has been completed and additional orders made to ensure classrooms and zones have all the essential resources needed for teaching 	<p>Y Y Y</p>	<ul style="list-style-type: none"> Classrooms set up to allow for new Year group 'bubbles' in each zone HODs have provided an inventory of their resources and placed these in F1 for distribution in Zones Each classroom will have a box of essential resources to reduce the need for movement between classrooms or Zones and therefore contamination The resource boxes are moved by designated TAs into the classrooms where the year group will be at the end of each day to ensure there is no contamination of resources between bubbles Heavier resources, such as paper and colouring pencils, have been taken out and stored in zones to allow the movement of boxes to be easier and safer Individual chromebooks have been allocated to pupils who are in school for their personal use to reduce contamination or contact with others in their bubbles 	<p>L</p>

				<ul style="list-style-type: none"> An additional WIFI hub has been added to the necessary areas to boost internet capability for those in school The larger classes have been placed in IT rooms where internet access is easier and faster as to not impede online learning 	
1.3 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed	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. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. Full use of cover supervisors to support staff absences Full use of TAs and cover supervisors to support those pupils attending school is in place If any school has concerns about staffing capacity, then contact the LA 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Staff audit of staff medical conditions has been carried out and assessed. Identified staff to have an individual risk assessment (ECV, BAME) if they have not yet returned to school TA timetables adapted to ensure each Zone has sufficient TA supervision TA hours adapted for some to ensure staff are available for morning supervision Duty supervision timetable for staff has been planned using staff and TA timetables. This has been updated when and where necessary following any concerns or issues and/or changes to staffing A rota system is in place for staff attendance taking in to account their job roles and ability to undertake their role remotely 	L
The number of staff who are available for supervision is lower than that required to ensure safety of pupils and smooth running of the day	H	<ul style="list-style-type: none"> Support staff timetable adapted with new hours and rota agreed SLT Teachers to be on duty for break and lunch sessions Pupils have been advised to arrive to school once staff supervision begins and not before Parents have been informed of staff supervision timetable 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> TA timetables adapted to ensure each Zone has sufficient TA supervision TA hours adapted for some to ensure staff are available for morning supervision Staff kept informed of all necessary updates to standard operating procedures and plans for the school day Pupils and parents kept informed of all necessary updates to procedures and plans for the school day SLT and senior staff are supervising the entrance and exit of pupils to and from school each morning and afternoon to ensure the smooth transition at these points An updated duty timetable has been generated based on the staff rota of attendance for teaching staff 	L

1.4 The school day					
<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> • Floor markings are visible where it is necessary to manage any queuing. • Guidance is in place for removing face coverings about the expectations on wearing face coverings when entering the building and during movement around the building when pupils and staff who use them arrive at school, and this should be communicated clearly to them. • Designated zones have been set up for year group bubbles for the start of the day • Zone supervision will in place at the start of the day • The number of entrances and exits to be used is maximised. • Different entrances/exits are used for different year groups where possible. • Staff and pupils use different entrances and exits • 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. • A plan is in place for a staggered departure in year groups 	<p>Y Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> • Each year group has a specific entrance and designated waiting zone on entrance to school (see Standard operating procedures) • Each year group will exit through the entrance they use (see Standard operating procedures) • Parents have been informed of the procedures • Staff entrance is different to pupils to reduce congestion and contact • TA timetables adapted to ensure each Zone has sufficient TA supervision • TA hours adapted for some to ensure staff are available for morning supervision • The canteen and performance area has been set up for 4 year group bubbles to congregate in the morning separately (with 1 year group congregating in their own zone) • The Sports Hall has been set up to allow a year group to congregate in the morning and for lunch time • The yard has been set up to allow some year groups time outside at break and lunch separately • An area of the yard has been sectioned off to create a pathway for year groups to travel into school from a designated entrance safely away from another year group bubble • Standard operational procedures will ensure that staff supervise pupils moving from zones into practical subjects • Pupils will return to form rooms at the end of the day to have a controlled and staggered exit from school • PPLs are supporting their form tutors in each zone and ferrying those pupils from their year groups with a late detention to the performance area and additionally returning personal items, such as phones 	<p>L</p>

				<p>or shoes, to pupils to reduce the chances of pupils out of bubbles mixing</p> <ul style="list-style-type: none"> SLT are being supported by senior staff without forms to ensure the pupils with a C3 do not cross bubbles 	
1.5 Planning movement around the school					
<p>Movement around the school risks bubbles mixing and/or breaching social distancing guidelines as appropriate (See also section 3.4)</p>	<p>H</p>	<ul style="list-style-type: none"> Circulation plans have been reviewed and revised. Appropriate signage is in place to clarify circulation routes and Year group zones. Pinch points, and bottlenecks such as entrances and exits are identified and managed accordingly. Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. Pupils are regularly briefed regarding observing social distancing guidance. Appropriate duty rota and levels of supervision are in place. Pupils have been placed in Year group 'bubbles' and designated 'zones' to limit movement Morning time movement to each zone will be controlled and monitored by duty staff and SLT Break and lunch times have been staggered to reduce movement from zones 	<p>Y Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> Pupils have been placed in year group bubbles and remain in their zones throughout the day Pupils in a 'bubble' remain in their Zone and designated classroom for all of their lessons At break and lunch times pupils are heavily supervised to prevent mixing of bubbles Movement between lessons remains in bubble zones unless practical based subjects and this movement will be heavily controlled by staff collecting and returning pupils Each year group has a specific entrance and designated waiting zone on entrance to school (see Standard operating procedures) Each year group will exit through the entrance they use (see Standard operating procedures) Each year group will form a 'bubble' and will remain together during their time at school in designated Zone (see Standard operating procedures) Each 'bubble' will remain in a designated 'zone' in school for the majority of the week (one day exception to allow science practical sessions) (see Standard operating procedures) The timetable has been adapted to include a prolonged P2/Break session and a split lunchtime (see Standard operating 	<p>L</p>

				<p>procedures) to ensure year groups are prevented from mixing</p> <ul style="list-style-type: none"> ● Staff supervision timetable at the beginning and end of the day has been generated to ensure pupils from different 'bubbles' do not mix ● Staff supervision timetable created for break and lunch times has been generated to ensure pupils from different 'bubbles' do not mix ● Standard operating procedures shared with pupils, staff and parents ● Staff received training days to ensure they are well briefed and understand the expectations and procedures put in place ● Morning time movement will be controlled by duty staff and SLT ● Pupils will return to form rooms at the end of the day to have a controlled and staggered exit from school 	
1.6 Use of resources					
<p>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened Ensuring curriculum resources are used safely</p>	<p>H</p>	<ul style="list-style-type: none"> ● Gaps in learning are assessed and addressed in teachers' planning. ● Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. ● Exam syllabi are covered. ● Plans for intervention are in place for those pupils who have fallen behind in their learning. ● Essential equipment boxes are in place in each teaching room ● Bags are allowed ● Staff and pupils have their own pens and pencils and other such frequently used equipment ● Classroom based resources such as books and games can be used and shared within the group. These should be cleaned regularly ● Shared resources, (between classes or bubbles) such as sports, art and science equipment should be cleaned frequently or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) ● Remove soft furnishings that are hard to clean where possible ● Pupils and teachers can take books and shared resources home although unnecessary sharing should be avoided. 	<p>Y Y Y Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> ● HODs to meet regularly with their teams to discuss their curriculums and SoWs and how to close the gaps created from pupils time away from school ● 'Closing the gaps' and 'Sharing good practice' is put onto the HODs agenda for regularly to ensure it is a priority ● The use of google classroom and online resources has been identified as a continued priority for all departments in helping to close the gaps ● Teaching and Learning team to work with teachers to identify strategies to close the gaps ● Teaching and learning team to continue their work on developing effective online resources for pupils ● Each classroom to have a box of essential resources to reduce movement between classrooms and therefore contamination ● Use of pupil lockers will be prohibited for now to prevent contamination and reduce cleaning 	<p>L</p>

			<ul style="list-style-type: none"> • A set of remote learning tools, such as webcams, microphones phone arms, are available for staff to take if they need to isolate and/or are delivering a recorded or live lesson to pupils isolating • The resource boxes are moved by designated TAs into the classrooms where the year group will be at the end of each day to ensure there is no contamination of resources between bubbles • Heavier resources, such as paper and colouring pencils, have been taken out and stored in zones to allow the movement of boxes to be easier and safer • Registers are taken daily, per lesson, for every 'live' lesson to monitor attendance • PPLS and SLT monitor attendance and trends in attendance to identify any areas of disengagement to prevent pupils falling further behind • Parents are informed regularly if pupils are not engaging with live lessons or remote work to prevent pupils falling further behind • Individual chromebooks have been allocated to pupils who are in school for their personal use to reduce contamination or contact with others in their bubbles • Pupils who do not have a device at home have been allocated a device • Pupils who would have to share a device with siblings have been allocated a device to prevent this • Pupils who have limited internet services or data have been provided a dongle to support their learning • Heads of Department have written assessment and feedback plans to ensure pupils progress can be monitored and gaps in knowledge identified whilst they are working remotely 	
1.7 Curriculum organisation				

<p>Pupils will fall behind in their learning during school closures and achievement gaps will have widened</p>	<p>M</p>	<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi and National curriculums are covered. • Support and guidance are in place for those pupils who have fallen behind in their learning. • Support has been provided to those pupils who have limited facilities at home to complete work online 	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> • Review of work being set in lesson and online to ensure syllabi are covered by HOD and sent to SLT link for quality assurance • SLT regularly review the current remote learning practices and offerings of departments • A remote learning policy is in place detailing our expectations from both staff and pupils • First weeks back pupils will be given new material to learn to ensure all pupils are engaged • In the first half term HODs and their teams will identify gaps in pupils knowledge and build this into their SoW and online learning platform. Time will be given in HOD and departmental meetings for this • Assessment time will be planned for the end of the first half term to assess pupils progress and to see if these gaps have changed • T+L Team to plan CPD opportunities for staff on remote and online learning • T+L Team to look into effective independent learning and online/remote learning strategies • HODs, PPLs to monitor pupils progress with missed work and support teaching staff in enabling pupils to complete this work engagement to remote learning • Staff have been trained and supported in uploading all lessons and resources onto google classroom for pupils to reference and/or use if absent • Contingency plans have been developed by HoDs to detail the expectations of staff and the steps and procedures that would take place should a year group or cohort of pupils be isolating • Whole school expectation of 50% live lessons has been shared with staff should a year group go home 	<p>L</p>
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				<ul style="list-style-type: none"> • Additional training has been delivered by the T+L team to train staff on delivering live and recorded lessons • A remote learning policy has been written detailing the expectations for both staff and pupils during lockdown 3.0 • Registers will be taken to monitor pupils engagement each day and for all live lessons to identify any pupils who are at risk of falling behind • Heads of Department have written assessment and feedback plans to ensure pupils progress can be monitored and gaps in knowledge identified whilst they are working remotely 	
1.8 Remote learning					
<p>Pupils are not engaging with the remote learning offered by school and are falling further behind in their learning</p>	M	<ul style="list-style-type: none"> • School has a remote learning policy in place detailing the expectations from staff and pupils • Attendance to lessons will be thoroughly monitored • Parents and carers will be kept informed of pupils engagement to remote learning • Plans are in place for pupils unable to engage with online learning • Support and guidance are in place for those pupils who have fallen behind in their learning. • Support has been provided to those pupils who have limited facilities at home to complete work online 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • The remote learning protocols have been discussed with staff and expectations made clear with both pupils and staff • The remote learning protocols are on the school website for parents to access • A remote learning provision plan is currently being written and will be shared with staff and parents upon completion • Registers are taken daily, per lesson, for every 'live' lesson to monitor attendance • PPLS and SLT monitor attendance and trends in attendance to identify any areas of disengagement • Parents are informed regularly if pupils are not engaging with live lessons or remote work • Regular support is given to pupils, such as instructional videos, calls to guide pupils to understand how to access their remote learning • Individual chromebooks have been allocated to pupils who are in school for their personal use to reduce contamination or contact with others in their bubbles • Pupils who do not have a device at home have been allocated a device 	L

				<ul style="list-style-type: none"> Pupils who would have to share a device with siblings have been allocated a device to prevent this Pupils who have limited internet services or data have been provided a dongle to support their learning Instructional videos have been shared with pupils on how to use Google Classroom when and where problems arise An additional WIFI hub has been added to the necessary areas to boost internet capability for those in school Heads of Department have written assessment and feedback plans to ensure pupils progress can be monitored and gaps in knowledge identified whilst they are working remotely 	
Staff feel exposed to additional risk following the remote learning plan with live lesson expectations	M	<ul style="list-style-type: none"> School has a remote learning protocols in place detailing the expectations from staff and pupils The remote learning policy has been updated to include expectations involving remote learning Support and guidance is in place to ensure both staff and pupils are safe from online abuse Ensuring the Google Classroom platform has the necessary security measures in place to limit the risk of online abuse are regularly checked and updated 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> The remote learning protocols have been discussed with staff and expectations made clear with both pupils and staff The remote learning protocols are on the school website for parents to access A remote learning provision plan is currently being written and will be shared with staff and parents upon completion The remote learning policy outlines our expectations for pupil behaviour during remote learning Any evidence of online abuse or malpractice will be dealt with quickly and severely SLT are committed to recognising any concerns with e-safety and online learning and finding a fast solution to any issues brought to them 	M
Staff feel unprepared and unskilled to deliver the remote learning plan	M	<ul style="list-style-type: none"> Support and guidance is in place to train staff on delivering a meaningful remote curriculum School keeps up to date with recommended remote learning resources Staff have been provided the basic resources necessary to deliver their remote lessons in school and/or at home 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Staff have received training on using Google classroom and developing their remote learning practice Any useful hints or tips are shared with staff that will improve their remote learning planning and delivery Rooms have been fitted with webcams and microphones for the delivery of live lessons Additional resources, such as webcams, phone arms and microphones have been 	L

				<ul style="list-style-type: none"> • purchased for staff to deliver live or recorded lessons in school or at home • The rota for 'in school' teaching includes departmental, HOD and PPL groupings to allow support and sharing of good practice • Instructional videos are shared with pupils and staff on how to use Google Classroom effectively 	
<p>Staff feel overwhelmed with their workload and are finding it hard to manage their time and work</p>	H	<ul style="list-style-type: none"> • An appropriate rota has been agreed that allows staff to work remotely and in school • Staff have been provided with support where necessary • Line managers are in regular contact with their teams to offer support and advice • Staff involved in developing the remote learning timetable • Support has been provided to staff struggling 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • SLT are mindful of workload and are meeting regularly to ensure this is manageable • Staff have been informed that no homework is needed to be planned in addition to their remote learning • SLT are having marking and feedback consultations with HODs and staff to ensure the expectations are both achievable and sustainable • Staff are not expected to deliver 100% live lessons with only 75% KS4 and only 50% KS3 'live lesson' • The 'Live lesson' aspect has been adapted to include a full live lesson, partly live aspects, a 'greet' and 'meet' aspect, etc • Some gain time has been created from the staff rota which should help to reduce staff pressure • Support is provided and solutions offered to those feeling overwhelmed where possible • A 'sharing good practice' culture has been developed with staff sharing helpful hints and tips to others 	M
<p>Remote teaching puts an additional toll on staff wellbeing</p>	M	<ul style="list-style-type: none"> • Staff working from home due to self-isolation or health conditions have regular catch ups with line managers • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • An appropriate rota has been agreed that allows staff to work remotely and in school • Staff have been provided with support where necessary. • Staff working from home due to track and trace isolation will be expected to conduct as many aspects of their role as possible e.g live lessons, setting of work, phone calls, etc 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Staff have been signposted to resources to support mental health • Staff have been encouraged to complete on-line training to support their mental health • School chaplain to offer some spiritual and emotional support to staff and will be in school 2 mornings a week to help facilitate this • Line managers are in regular contact with their teams with all departments having 1 day in school together to offer support and comfort where necessary 	L

				<ul style="list-style-type: none"> Where staff need a greater flexibility in their timetable or rota requirements their individual circumstances will be taken into consideration and current situation reviewed and amended if possible 	
1.9 Staff workspaces					
<p>Staff rooms and offices do not allow for observation of social distancing guidelines</p>	H	<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, and use is staggered where possible 	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Sneeze guards are in place in reception to protect the staff Only one visitor will be permitted in reception at a time Parents have been encouraged via letter to not attend school if possible Restrict entrance to offices for occupiers only unless invitation Masks should be worn when meeting in offices if it is difficult to maintain a 2m distance Office doors to be kept open when possible Staff to be advised only to use their own equipment where feasible Staff to use open teaching spaces or the staff room when not teaching to work where possible to reduce gathering in classrooms or cross contamination of areas Additional workspaces have been created in staff rooms to allow staff an area to work when not teaching When using the staff room staff must maintain social distancing measures. It is staffs responsibility to ensure numbers don't become too high to prevent social distancing In shared spaces staff are expected to use their own equipment, if possible, or sanitise any shared equipment such as microphones or keyboards 	L
1.10 Managing the school lifecycle					

<p>Making progress with the school's autumn spring term calendar and future work plan considering of COVID-19 measures</p>	<p>M</p>	<ul style="list-style-type: none"> • School calendar for the autumn spring term is rationalised and is informed by DFE expectations of a broad curriculum from the start of the Autumn term with the aim of returning to the school's normal curriculum in all subjects by summer 2021 • Schools continue to build capacity to educate pupils remotely where this is needed. • School recruitment continues as usual. 	<p>Y Y Y</p>	<ul style="list-style-type: none"> • New Y8-11 pupils will continue with their 2019/20 timetable until at least October 2020 to aid capacity of learning and catch-up. It will also reduce anxiety and reinforce relationships between pupils and staff • New Y7 CAU form would continue as a class together with selected staff and consistent TA to offer stability and provide transition into whole school classes • The new timetable for pupils is being delivered with Y9 beginning their KS4 lessons • Pupils are following their new timetables whether in school or working remotely • All timetables, including the remote learning timetable, have been shared with all relevant people • Any scheduled calendar events, such as parents evening, PPEs, governor meetings, will continue remotely albeit at potentially different dates this term • The rota for 'in school' teaching includes departmental, HOD and PPL groupings to allow important meetings to continue 	<p>L</p>
<p>Pupils joining the next phase in their education do not feel prepared for the transition</p>	<p>M</p>	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts • Transition days are planned for pupils 	<p>Y Y Y</p>	<ul style="list-style-type: none"> • All pupils that missed the opportunity in June/July will be invited to meet with a member of staff following starting back in September to ease any concerns • Regular contact and communications have been sustained throughout the lockdown period to keep parents informed • Year 6 pupils were given a short induction prior to the Summer break which allowed them to meet with key staff and familiarise themselves on the school layout and some procedures • Year 11 leavers will be given support and advice following their results in August to ease the transition to their next destinations • All pupils will have a staggered return to school over the first week to enable them to familiarise themselves with new procedures and alleviate anxieties • A parent consultation evening via telephone went ahead on October 15th with form 	<p>L</p>

				<p>tutors making contact with parents to discuss how their child is following a return to school</p> <ul style="list-style-type: none"> The Year 7 pupils had a celebration day in December to help them to feel more welcomed and settled in school following their start in September Y11 pupils have had connexion appointments and support in PD lessons to support their next stages All Year 11 pupils have been provided every student with a career work pack Y11 PPLs have completed a survey using google forms to get an overview of each students progress in selecting colleges, courses and any concerns and from this have targeted those pupils in need of support Form time has, and will continue, to be used to discuss courses and next step options for Y11 pupils 	
1.11 Governance and policy					
Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> Meetings (online or face-to-face) held with governors when key decisions need to be made. Governing bodies are involved in key decisions on reopening the school. Governors are briefed regularly on the latest government guidance and its implications for the school. 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Referred governors to DfE website guidelines All Risk assessments, policy changes and plans are shared and approved with governors 	L
1.12 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances	H	<p>All relevant policies:</p> <ul style="list-style-type: none"> Safeguarding Health and Safety Fire Evacuation Behaviour Attendance Visitors Visits <p>have been revised to take account of government guidance (Guidance for full opening – schools 2 June 2020) Staff, pupils, parents and governors have been briefed accordingly.</p> <ul style="list-style-type: none"> Safeguarding Leads (and deputies) are designated extra time during the first few weeks of term to support staff and pupils regarding new safeguarding and welfare concerns 	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> COVID-19 Policy added on to some policies Behaviour Policy addendum added January 2021 Health and Safety addendum added 10th June 2020 Safeguarding policy updated addendum added January 2021 Remote learning policy to be completed January 2021 All updates shared with relevant people and have been agreed Time was designated in INSET to discuss the problems pupils may have following lockdown and strategies to support pupils 	L

				<ul style="list-style-type: none"> Updated safeguarding training and national policies have been given to staff Staff have completed a RSE training session in line with our RSE policy in January 2021 	
1.13 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	H	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> Staff Pupils Parents Governors Local authority Professional associations Other partners including visitors 	Y	<ul style="list-style-type: none"> Information shared with all stakeholders As soon as this risk assessment is finalised the headteacher will share this with the local area union representatives 	L
1.14 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> New plans and standard operating procedures (SOPs) issued to all staff prior to operating Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Y Y	<ul style="list-style-type: none"> Standard Operating Procedures created for staff to refer to to ensure new procedures are followed January INSET time was used to train staff on changes to the SOPs following a timetable change Risk Assessment shared with all staff 	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. The updated staff handbook is issued to all new staff prior to them starting. 	Y Y	<ul style="list-style-type: none"> Induction Program updated to include new procedures and changes to policies New staff have received an induction program and will receive continued support throughout the year Standard Operating Procedures created for staff to refer to. To ensure new procedures are followed 	L

1.15 Free school meals					
<p>Pupils eligible for free school meals do not continue to receive vouchers if they are unable to attend (e.g. due to self-isolation or following clinical advice)</p>	<p>H</p>	<ul style="list-style-type: none"> A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. 	<p>Y</p>	<ul style="list-style-type: none"> School Business Manager has put a plan in place for the FSM vouchers; <ul style="list-style-type: none"> 7 weeks of vouchers have been issued upto the 1st week in September. Once school reopens this will now revert back to the pupil receiving their FSM in school rather than via a voucher. The school has been issuing food boxes to parents who have requested them due to the FSM vouchers being suspended by the Government. From week commencing 18th January 2021 schools can place an order via the online portal to order vouchers through your chosen supplier. An order has been placed for the next four weeks and they will be distributed in two week batches. This will be reviewed if the scheme gets extended, as this has only been approved for the next four weeks and does not cover February half term. 	<p>L</p>
1.16 Risk assessments					
<p>Risks are not comprehensively assessed in every area of the school considering COVID-19, leading to breaches of social distancing and hygiene guidance.</p>	<p>H</p>	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies / additional controls are put in place and communicated to staff covering: <ul style="list-style-type: none"> Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used External visits Managing visitors 	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> Amended risk assessments are required for departments using shared equipment Practical subjects are permitted to use equipment but this needs to be cleaned and sterilised when and where possible following each use Practical sessions for practical subjects will only take place in their designated practical areas Each Head of department to undertake a risk assessment for their subject area which will be reviewed weekly Any visitors to school completing work on site are formally inducted by the site team where appropriate by their own company. Risk assessments are provided from companies we work with regularly. 	<p>L</p>

				<ul style="list-style-type: none"> • Visitors in reception should be kept to a minimum and by appointment only • Correspondence home to parents discourages visiting school where possible • Any planned external visits will continue to follow our standard protocols using Evolve and will only go ahead following checks from the EVC and permission from the Headteacher 	
1.17 School transport					
<p>Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality</p>	H	<ul style="list-style-type: none"> • The details of how pupils will travel to and from school are known prior to opening. • Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines, • Plan parents' drop-off and pick-up protocols that minimise adult to adult contact • Guidance is in place regarding the removal of face coverings on arrival at school 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Pupils will be encouraged to travel by foot, bike or car where possible in communication home • Parents will be informed of the times the school entrance will be open for pupils and when staff will be expected to supervise pupils to inform when their child(ren) arrive to school • A survey of pupils method of travel to and from school will be undertaken • The school is in discussions with the LA and GM to increase capacity on buses 	L
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</p>	H	<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas. • More frequent cleaning of rooms that are used by different groups, e.g. practical subject areas • Regular cleaning of toilets • Pupils encouraged to clean hands after use of toilets • Working hours for cleaning staff are increased. • Develop a culture of shared responsibility for keeping areas clean. • Ensure 3rd Party risk assessments (e.g. from cleaning companies) are shared with the school. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Cleaning hours have been revised to have more available cleaners during the school day • Practical areas areas will be cleaned during the day following use • There will be a continual cleaning regime during the school day. • School will have full time cleaners onsite during the school day whilst the numbers of pupils and staff is low 	L
2.2 Hygiene and handwashing					

<p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</p>	<p>H</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. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Handwashing is built into the daily routine and is supervised by staff. Teachers should ensure they wash/sanitise their hands and surfaces, before and after handling pupils' books Clear signage in key areas to promote handwashing and good hygiene procedures Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. 	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> Staff wash hands on entrance into the building. Pupils to use hand sanitiser as they enter the building each day Hand sanitisers placed outside each classroom to be used on entry and exit. Hand sanitisers to be placed around the school at key points to ensure regular and ease of use Key staff to be tasked with monitoring stock and use of hand sanitizers throughout the day Staff to use PE corridor for entrance for easier access to the handwashing facilities unless arriving by foot where they will use the reception entrance All teachers to be equipped with personal sanitising kit which will be restocked when necessary Resource boxes will be colour coded and remain in Zones and only used by their designated bubble pupils 	<p>L</p>
<p>Pupils forget to wash their hands regularly and frequently</p>	<p>H</p>	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after breaks and after using any shared equipment Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths. 	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> Staff will ensure children wash their hands regularly. Hand Washing or use of sanitisers has been planned into pupils break and lunch schedule Signage and posters will be put in classrooms and around school as reminders Hand sanitisers placed outside each classroom to be used on entry and exit. Hand sanitisers to be placed around the school at key points to ensure regular and ease of use Initial induction sessions on each year groups first day back to include expectations on hygiene Staff will be expected to remind pupils regularly of hygiene expectations 	<p>M</p>
<p>2.3 Clothing/fabric</p>					

<p>Not wearing clean clothes regularly may increase the risk of the virus spreading</p>	<p>H</p>	<ul style="list-style-type: none"> Uniform is worn and washed regularly as normal Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks Expectations and guidance are communicated to parents. Uniform that cannot be machine washed should be avoided where possible 	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> Full school uniform will be expected from September Guidance on cleaning hands with rolling up sleeves discussed with pupils Guidance on the importance of keeping clothing clean will be shared and discussed with pupils Hand sanitiser will be in place near the shoe cupboard for use before and after using school provided shoes 	<p>L</p>
<p>The use of resources and equipment may not be cleaned frequently enough</p>	<p>H</p>	<ul style="list-style-type: none"> Students and staff have their own pens and pencils etc. Classroom resources to be shared only within the bubble and cleaned regularly Resources that are shared between bubbles to be cleaned frequently and always cleaned or rotated and out of reach for a period of 48 hours (72 hours for plastics) between each bubble's use. Outdoor equipment to be regularly cleaned Limit equipment that pupils bring to school to essential items, such as lunch box, hat, coat, books, PE kit, stationery, etc. Limit unnecessary sharing of resources as much as possible. 	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> Use of fabric chairs to be restricted where possible Administration Staff (e.g reception) and those with their own offices will have their own chairs for personal use Visitor chairs in reception will be removed and replaced with plastic chairs Meeting chairs will be replaced with plastic chairs Where possible, staff to limit the sharing of equipment such as keyboards, microphones, webcams, etc but at the very least it is the responsibility of the member of staff to sanitise this equipment before and after use 	<p>L</p>
<p>2.4 Testing and managing symptoms</p>					
<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>	<p>H</p>	<ul style="list-style-type: none"> Guidance on getting tested has been published. The guidance has been explained to staff as part of the induction process. Health and Wellbeing support is available through the LA https://myzone.salford.gov.uk/people-zone/health-and-wellbeing An In School testing program has been implemented using Lateral Flow tests 	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> Government guidance has been shared with staff Staff displaying symptoms will be expected to get tested as soon as possible and follow the necessary guidelines following the result of their test In Salford tests are now available for staff who are unwell and not displaying 'traditional' covid symptoms Lateral flow testing available for all staff at least once per week, twice where staff are in school more frequently. Lateral flow testing is available for all vulnerable and key worker pupils twice in the week commencing the 25th January. 	<p>L</p>

<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p>H</p>	<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 pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. ● Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. ● Local Authority process is followed when anyone displays symptoms ● A record of any COVID-19 symptoms in staff or pupils is reported to the trust and local authority. ● An In School testing program has been implemented using Lateral Flow tests 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> ● Procedures in place for those displaying symptoms – e.g medical room prepared ● Information from DfE guidance has been shared with parents about what steps to take if anyone in the house displays symptoms ● First aiders to be briefed about procedures if a child or member of staff displays symptoms in school ● A record of any COVID-19 symptoms in staff or pupils to be kept ● A record of any COVID-19 positive tests of staff or pupils to be kept ● Staff and pupils to provide evidence of test results (positive or negative once received) ● All staff have provided seating plans centrally to ensure close contacts can be easily identified in the event of a positive case ● Staff supervising pupils to have seating plans in place each bubble 	<p>L</p>
<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	<p>H</p>	<ul style="list-style-type: none"> ● Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. ● This guidance has been explained to staff and pupils as part of the induction process. ● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> ● Guidance shared with staff, pupils and parents regularly ● Staff have been briefed and provided Standard Operating Procedures ● Pupils will be briefed on the Standard Operating Procedures 	<p>L</p>
<p>2.5 First Aid/Designated Safeguarding Leads</p>					
<p>The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</p>	<p>H</p>	<ul style="list-style-type: none"> ● Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired. Where there is a good reason why this is not possible, First Aid certificates to be extended till 30th December 2020 ● All relevant staff are aware of all pupils in school with relevant health conditions ● DSL and Deputy DSL to be given more time at start of term to provide support to staff and pupils ● Ensure good communication with school nurses. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> ● An audit of first aiders has been done to ensure there will be at least one first aider in school each day ● There are a number of qualified first aiders in school on all days. ● Identified First aiders made known to all staff in school unless identified as clinically vulnerable ● DSL and/or deputy DSL will be available at all times in the school day 	<p>L</p>

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 and PPE where needed for personal care are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	Y Y Y	<ul style="list-style-type: none"> PPE available in designated Isolation room Relevant staff given training on procedures if a child or member of staff displays symptoms Procedures are in place if a child was to display any symptoms Procedures for cleaning will be shared with the appropriate staff 	L
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	<ul style="list-style-type: none"> As part of the overall communications strategy referenced in Section 1, 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. Risk assessment to be published on school website (unless staff group is less than 50) 	Y Y Y	<ul style="list-style-type: none"> Amendment to behaviour policy agreed and has been shared with parents. Standard Operating Procedures discussed with pupils Our school website has a COVID 'Latest News update' section of correspondence home to parents, latest government advice and any other relevant information – see link below. https://www.allhallowssalford.com/parents/letters_home/ The website has been updated to include a 'remote learning' tab detailing the key information parents and carers need to know 	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 regularly via email, text and the school's website. 	Y	<ul style="list-style-type: none"> Parents and carers are updated on school procedures regularly Guidance from DfE shared with parents and carers regularly 	L
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 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. Staff are reminded that wearing gloves is not a substitute for good handwashing. 	Y Y Y	<ul style="list-style-type: none"> Staff briefed that wearing of PPE in school is not required unless responding to a suspected COVID-19 case or cleaning Identified members of staff; including Reception, First aiders and cleaning staff all trained on use and disposal of PPE where necessary 	L

		<ul style="list-style-type: none"> Ensure that 3rd party employers (e.g. catering and cleaning companies) have shared risk assessments with the school. 	Y	<ul style="list-style-type: none"> Identified staff required to watch a training video clip on using PPE appropriately PPE has been ordered and will be in place in allocated areas Staff advised to remove gloves once they have dealt with a suspected COVID-19 situation We have Risk Assessments from our two main 3rd party employers; Citywide (Catering) and Bulloughs (cleaning). All others will be if required when we have other contractors onsite. 	
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3. Maximising social distancing measures

3.1 Pupil behaviour

<p>Pupils' behaviour on return to school does not comply with social distancing guidance</p>	<p>H</p>	<ul style="list-style-type: none"> Where appropriate, clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young or vulnerable children this is done through age-appropriate methods such as stories and games where appropriate. 	Y	<ul style="list-style-type: none"> Clear messaging about the need for social distance and reinforcement throughout the day from staff. Staff to lead by example Movement around school minimised using Bubbles and designated Zones Staff supervision and duty rotas allow for strict control of pupil movement and behaviour during their 'free' time and arrival/departures from school Behaviour policy adhered to consistently and strictly. Agreed amendment to policy. Parents, staff and pupils made clear about the expectations A list of identified pupils who will struggle following guidelines identified by Aquinas Centre staff Identified pupils will be closely monitored by assigned staff to ensure hygiene routines are adhered to 	<p>L</p>
		<ul style="list-style-type: none"> Staff model social distancing consistently between adults; adults and pupils (where possible); and between bubbles. 	Y		
		<ul style="list-style-type: none"> The movement of pupils around the school is minimised. 	Y		
		<ul style="list-style-type: none"> Large gatherings that break bubbles are avoided. 	Y		
		<ul style="list-style-type: none"> Break times and lunch times are staggered and heavily supervised structured to support maintenance of bubbles and social distancing where appropriate and are closely supervised. 	Y		
		<ul style="list-style-type: none"> The school's behaviour policy has been revised to include Supportive inclusive guidance, trauma informed compliance with social distancing communicated to staff, pupils and parents. - and reinforced regularly 	Y		
		<ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. 	Y		
		<ul style="list-style-type: none"> Messages to parents reinforce the importance of social distancing. 	Y		
		<ul style="list-style-type: none"> Consistently impose sanctions when rules are broken, in line with the behaviour policy, as well as positively reinforcing well-executed rules through encouragement and rewards. 	Y		
		<ul style="list-style-type: none"> All pupils and staff understand this is now part of how school operates. 	Y		

3.2 Classrooms and teaching spaces				
<p>The size and configuration of classrooms and teaching spaces does not support compliance with bubble model and social distancing measures</p>	<p>H</p>	<ul style="list-style-type: none"> • Home based arrangements in place for pupils unable to return yet, or pupils working remotely due to a local outbreak • Engagement with high quality remote education is monitored. • Small adaptations to the classroom to support distancing where possible, e.g. seating pupils side by side. Move unnecessary furniture out of classrooms to make more space. • Teachers and other staff operating across different classes and year groups in order to facilitate delivery of the school timetable keep their distance from pupils and other staff as much as they can. • All pupils and staff to clean hands when they change rooms. Arrangements are reviewed regularly. • Where possible classrooms with windows should be used for classes and teachers to open these during lessons to circulate fresh air • Where possible doors of classrooms to be kept open 	<ul style="list-style-type: none"> Y Y Y Y Y Y • Staff have been trained and supported in uploading all lessons and resources onto google classroom for pupils to reference and/or use if absent • Classrooms have been set up to support staff to deliver their live lessons from school • Resources have been purchased to support staff delivering their live lessons from home • Individual chromebooks have been allocated to pupils who are in school for their personal use to reduce contamination or contact with others in their bubbles • An additional WIFI hub has been added to the necessary areas to boost internet capability for those in school • Staff to continue to offer support with work on google classroom (new or missed work) • Classrooms set up to allow for new Year group 'bubbles' in each zone • Classrooms set up to accommodate those in school larger groups and restrict face-to-face seating where possible • Continued use of remote learning strategies for all pupils from all departments for those unable to attend and to close the gaps created following lockdown • Teaching staff to move to Zones to teach • Hand sanitisers to be placed on entrance/exit of each classroom and to be used by staff and pupils when moving from classrooms • Staff to open windows where possible when using classrooms. Especially in classrooms with large pupil numbers. • Staff to open classroom doors if appropriate during lesson times • Pupils and staff will keep face coverings on unless seated in a classroom 	<p>L</p>
3.3 Movement in corridors				

<p>Social distancing guidance is breached when pupils circulate in corridors</p>	<p>M</p>	<ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • Appropriate signage is in place to clarify circulation routes and Year group zones. • Pinch points, and bottlenecks such as entrances and exits are identified and managed accordingly. • Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place. • Pupils have been placed in Year group 'bubbles' and designated 'zones' to limit movement • Morning time movement to each zone will be controlled and monitored by duty staff and SLT • Break and lunch times have been staggered to reduce movement from zones is heavily supervised to prevent the mixing of bubbles 	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> • Pupils have been placed in year group bubbles and remain in their zones throughout the day • Movement between lessons remains in bubble zones unless practical based subjects and this movement will be heavily controlled by staff collecting and returning pupils • Each year group has a specific entrance and designated waiting zone on entrance to school (see Standard operating procedures) • Each year group will exit through the entrance they use (see Standard operating procedures) • Each year group will form a 'bubble' and will remain together during their time at school in designated Zone (see Standard operating procedures) • Each 'bubble' will remain in a designated 'zone' in school for all of their lessons the majority of the week (one day exception to allow science practical sessions) (see Standard operating procedures) • The timetable has been adapted to include a prolonged P2/Break session and a split lunchtime (see Standard operating procedures) to ensure year groups are prevented from mixing • Staff supervision timetable at the beginning and end of the day has been generated to ensure pupils from different 'bubbles' do not mix • Staff supervision timetable created for break and lunch times has been generated to ensure pupils from different 'bubbles' do not mix • Standard operating procedures shared with staff. Pupils and parents are briefed • Training days planned for staff staff have had training sessions and time to ensure they are well briefed and understand the expectations and procedures put in place • Morning time movement will be controlled by duty staff and SLT 	<p>L</p>
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				<ul style="list-style-type: none"> • Pupils will return to form rooms at the end of the day to have a controlled and staggered exit from school • Pupils and staff will keep face coverings on unless seated in a classroom even if movement is within a zone 	
3.4 Break times					
<p>Pupils may not observe maintaining bubbles and social distancing where appropriate at break times</p>	H	<ul style="list-style-type: none"> • Break times are staggered, are heavily supervised by staff • External areas are designated for different groups and are heavily supervised by staff. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas including all drop off and collection points. • Supervision levels have been enhanced, to support social distancing. • All pupils and staff clean their hands when they return from breaks 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Each Year group bubble has their own designated break time area to avoid mixing with other bubbles • Pupils are reminded about social distancing. • Hand washing and/or sanitising time planned into break times • Signage on display for reminders. • Supervision levels enhanced with staff: pupil ratio • Pupils to keep face coverings on until served at the canteen and eating outside 	L
3.5 Lunch times					
<p>Pupils may not observe maintaining social bubbles and social distancing where appropriate at lunch times</p>	H	<ul style="list-style-type: none"> • Rotas are in place to prevent bubbles mixing • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing and maintaining bubbles. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, and new designated eating areas. • Eating areas are cleaned regularly between groups as much as possible 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Split lunch times planned into timetable so there will be reduced numbers on lunch at a given time • Bubbles given designated areas to eat their lunch and have time outside to avoid mixing between bubbles • Pupils are reminded about social distancing. • Signage on display for reminders. • Floor markings to help with queues • Supervision levels enhanced with staff: pupil ratio • Hand washing time planned into lunch • Pupils to keep face coverings on in the canteen when moving and/or being served. face coverings can be removed when seated 	L
3.6 Toilets					

Queues for toilets and handwashing risk non-compliance with social distancing measures	H	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues and school policy is amended to reflect this • The toilets and sinks are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. - building these routines into school culture 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Supplies of soap and paper towels monitored and regularly filled • Pupils supported to wash their hands effectively • Specific toilets allocated to specific year groups within their zones • Pupils encouraged to use toilets before school starts and in break/lunch times • Toilets in Zones will be accessible to pupils during lesson time for use at the discretion of the teacher/TA supervising the class • Toilets in each zone will be added to Wendy's daily rota • Floor markings and signage in place • Supervision of toilet at all social times to monitor numbers and hygiene routines • Supervision levels enhanced with staff: pupil ratio 	L
3.7 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	H	<ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Meeting room in reception will become a designated 'isolation room' • Relevant staff given training on procedures if a child or member of staff displays symptoms and has used the medical or isolation room 	L
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> • Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Non-essential deliveries and visitors to school are minimised. • Arrangements are in place for segregation of visitors. • Any essential visitors asked to comply with all required control measures. • All visitors sign in with contact details – to be used in the event of a local outbreak Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). • Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable). 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Restricted access to the main office with phone calls being encouraged and meetings to be arranged in advance. • Social distancing in place with markers on the floor • Shielding screens have been installed in reception for staff • Visitors to be restricted to 1 at a time in reception • Hand sanitiser station available for those dropping off deliveries • Floor markings outside the reception doors • Clear markings for pupil entrances on arrival 	M

				<ul style="list-style-type: none"> • Separate entrances to be used for different groups, including staff • Parents given clear guidelines on our expectations for them when coming into school 	
3.9 Arrival and departure from school					
<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	H	<ul style="list-style-type: none"> • Finish times are staggered, controlled by supervising staff • The use of available entrances and exits is maximised. • The need to remove face coverings when pupils and staff who use them arrive at school is communicated clearly to them • Pupils and staff clean hands on arrival and departure to school • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times. • Staff and pupils are required to wear a face mask on entrance to and movement around the school 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • Pupils and parents informed of our expectations • Each year group has a specific entrance and designated waiting zone on entrance to school (see Standard operating procedures) • Each year group will exit through the entrance they use (see Standard operating procedures) • Parents picking up and dropping off to remain in their cars, off site as normal • Staff entrance is different to pupils to reduce congestion • TA timetables adapted to ensure each Zone has sufficient TA supervision • TA hours adapted for some to ensure staff are available for morning supervision • The canteen and performance area has been set up for 4 year group bubbles to congregate in the morning separately (with 1 year group congregating in their own zone) • The Sports Hall has been set up to allow a year group to congregate in the morning and for lunch time • The yard has been set up to allow year groups to enjoy time outside at break and lunch separately • An area of the yard has been sectioned off to create a pathway for year groups to travel into school from a designated entrance safely away from another year group bubble • Pupils and staff will keep face coverings on unless seated in a classroom or holding area 	M
3.10 Transport					

<p>The use of public and school transport by pupils poses risks in terms of social distancing</p>	<p>H</p>	<ul style="list-style-type: none"> ● Guidance is in place for pupils and parents on how social distancing can be observed on public transport. This includes advice on the use of face coverings for pupils over the age of 11 ● Survey parents on their typical routes to school and potential alternatives. ● 'Safer travel guidance for passengers' is shared with families using public transport. ● Settings should also consider ways to minimise use of public transport to get to and from school at peak time. ● Guidance is in place for dedicated school transport – social distancing does not apply from the autumn term if systems are in place to minimise risk of transmission ● The need to remove face coverings when pupils and staff who use them arrive at school is communicated clearly to them 	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> ● Encourage alternative transport to and from school ● Letters to parents to include recommendations about avoiding public transport where possible ● Pupils and staff will keep face coverings on unless seated in a classroom or holding area 	<p>M</p>
<p>3.11 Staff areas</p>					
<p>The configuration of staff rooms and offices makes compliance with social distancing measures problematic</p>	<p>M</p>	<ul style="list-style-type: none"> ● Plan how shared staff spaces are used to help staff distance from each other ● Use of classrooms/teaching areas for staff free time to be minimised where possible ● Use of staff rooms minimised if possible 	<p>Y Y Y</p>	<ul style="list-style-type: none"> ● Open teaching spaces to be used where possible by staff if not in use ● Staff not to use shared staff spaces when free to avoid contact with each other using teaching areas if open teaching spaces are in use ● Staff to remain in their individual teaching spaces as much as possible when in school and ensure they maintain a 2m distance from each other ● Staff to ensure these areas are kept clean following use ● Santiser packs to be placed in each communal area ● When using the staff room staff must maintain social distancing measures. It is the staff's responsibility to ensure numbers don't become too high to prevent social distancing. This includes other areas used by staff, e.g open work spaces and offices ● Small staff rooms can only accommodate a maximum of 2 people at a time 	<p>L</p>
<p>4. Continuing enhanced protection for children and staff with underlying health conditions</p>					
<p>4.1 Pupils with underlying health issues</p>					

<p>Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p>	<p>H</p>	<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 pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. ● The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. ● Schools have a regularly updated register of pupils with underlying health conditions. 	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> ● Parents have made school aware of the children with underlying health issues ● Information regarding pupils on medical register is updated 	<p>L</p>
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4.2 Staff with underlying health issues					
<p>Staff with underlying health issues (extremely vulnerable, vulnerable or at heightened risk) are not identified and so measures have not been put in place to protect them</p>	H	<ul style="list-style-type: none"> • All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities 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. • Staff designated as vulnerable are now expected to return to work (home working is no longer appropriate for school based staff) • Staff designated as extremely clinically vulnerable are not expected to attend work but are expected to work remotely if well enough to do so • Vulnerable staffs risk assessments will acknowledge their requirement to work in school may change depending on community rates of transmission • All staff with extreme vulnerabilities are in work following an individual risk assessment, and those with heightened risk factors have also had a risk assessment. • Current government guidance is being applied. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • School has records of staff with underlying health issues. • Guidance from DfE about definitions and strategies have been sent in daily updates from LA • National guidance is being followed and shared • Risk assessments will be undertaken with identified members of staff for their return to work if not done so already • Staff that were previously designated as clinically vulnerable will be expected to be in school as per the staff rota unless an individual risk assessment has been undertaken • Staff designated extremely clinically vulnerable (issued a shielding letter) will be expected to work from home if well enough to do so 	L
4.3 Staff at higher risk of developing more severe complications					
<p>Employees with additional risk factors and measures have not been put in place to protect them.</p> <p>(Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)</p>	H	<ul style="list-style-type: none"> • Employees have had discussions with their line managers and provided clear guidance specific for their needs. • Employees have been asked to make their line manager aware of any underlying health conditions and the manager has sought to ensure that the appropriate guidance has been acted upon. • The service is clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors. The following are classed as additional risk factors; BAME, smoking, high blood pressure, obesity, age, disability, pregnancy • Records are kept of this and regularly updated. • Members of staff with additional risk factors have been asked to seek and act on the advice of their GP/consultant/midwife/occupational health or current government advice. • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • School has records of staff with underlying health issues. • Guidance from DfE about definitions and strategies have been sent in daily updates from LA • All staff, apart from those designated extremely clinically vulnerable, are expected to return to work • National guidance is being followed and shared • Risk assessments undertaken with identified members of staff for their return to work if not done so already 	L

		<ul style="list-style-type: none"> All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the services' risk assessment. Current government guidance is being applied. 	Y		
5. Enhancing mental health support for pupils and staff					
5.1 Mental health concerns – pupils					
<p>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	H	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories are used for some vulnerable pupils to help talk about feeling where appropriate). Resources/websites to support the mental health of pupils are provided 	Y Y Y Y	<ul style="list-style-type: none"> A higher number of staff are trained in mental health support via on-line learning that has taken place during lockdown. Pastoral leaders and Form tutors to use face to face interviews and home contact to identify pupils who may need extra support Resources for supporting mental health are on the website and have also been provided via PD google classroom for each pupil. Weekly welfare checks are taking place for identified vulnerable pupils. A spreadsheet is held on the shared drive and weekly contacts are recorded and any issues are followed up by SENCO/PPL/mental health coordinator One to one sessions are taking place virtually with LG/CAMHS/42nd Street/Caritas. Where necessary some sessions are taking place face to face. Mental Health support is provided through Google classrooms for individuals and groups of pupils with LG and MD as co-teachers for transparency. A plethora of online support is shared with pupils so they can access further mental health support. 	L

				<ul style="list-style-type: none"> There is a self-referral email set up so that pupils can make direct contact with LG if they are requiring support. 	
5.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme) 	<ul style="list-style-type: none"> Y Y Y Y 	<ul style="list-style-type: none"> Staff have been signposted to resources to support mental health Staff have been encouraged to complete on-line training to support their mental health School chaplain to offer some spiritual and emotional support to staff and pupils Staff wellbeing has been planned into the September INSET agenda 	L
Working from home can adversely affect mental health	H	<ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catch ups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. An appropriate rota has been agreed with support provided where necessary. Staff working from home due to track and trace isolation will be expected to conduct as many aspects of their role as possible e.g live lessons, setting of work, phone calls, etc 	<ul style="list-style-type: none"> Y Y Y Y 	<ul style="list-style-type: none"> Each member of staff that was working from home throughout lockdown has an allocated member of SLT to check in with them on their return Staff have been put on a rota and are expected to be in school a minimum of 2 days per week Staff have been signposted to resources to support mental health Staff have been encouraged to complete on-line training to support their mental health School chaplain to offer some spiritual and emotional support to staff and will be in school 2 mornings a week to help facilitate this 	L
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	<ul style="list-style-type: none"> Y Y 	<ul style="list-style-type: none"> Staff and pupils that are grieving are provided with opportunities to have counselling and support. A large number of staff have completed an online course on supporting people who have been bereaved 	M

				<ul style="list-style-type: none"> School chaplain to offer some spiritual and emotional support to staff and pupils 	
6. Operational issues					
6.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Possible absence of fire marshals Maintenance of bubbles and Social distancing measures during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	<ul style="list-style-type: none"> Y Y Y Y Y Y 	<ul style="list-style-type: none"> Designated assembly points for each year group bubble HODs to be designated fire marshals for the Zone their department is teaching in during a fire procedure. Site staff and SLT will support HODs in their roles as fire marshals Fire drill walkthrough will take place first days back in school in September during January 2021 A whole school fire drill to take place by the end of September 	L
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place for early in the autumn which are in line with maintaining bubbles and social distancing measures. 	<ul style="list-style-type: none"> Y 	<ul style="list-style-type: none"> Fire drills will be tested to ensure social distancing is in place and the pupils adhere to this Fire drill walkthrough will take place for each year groups first days back in school in September during January 2021 A whole school fire drill to take place by the end of September 	L
Fire marshals absent due to self-isolation	H	<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. 	<ul style="list-style-type: none"> Y 	<ul style="list-style-type: none"> HODs Senior staff on rota to be designated fire marshals for the Zone their department is teaching in during a fire procedure. Site staff and SLT will support HODs in their roles as fire marshals 	L
6.2 Managing premises on reopening after closure during the school holidays					
All systems may not be operational	H	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. 	<ul style="list-style-type: none"> Y 	<ul style="list-style-type: none"> Caretaker staff have been onsite daily and maintenance of the site has been on-going if required All systems have been in place so do not need to be 	L

<p>Statutory compliance has not been completed due to the availability of contractors during lockdown</p>	<p>H</p>	<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. 	<p>Y Y</p>	<ul style="list-style-type: none"> All taps have been flushed as required. All daily/weekly routines have been carried out 	<p>L</p>
<p>6.3 Contractors working on the school site</p>					
<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>H</p>	<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. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 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). 	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> Only essential contractors to be on site or allowed in the building Contractors to be briefed by site staff on COVID-19 Standard Operating Procedures before entering the building Only identified entrances and exits to be used Supervision in place at all times All safeguarding checks and other procedures completed as normal 	<p>L</p>
<p>7. Finance</p>					
<p>7.1 Costs of the school's response to COVID-19</p>					
<p>The costs of additional measures and enhanced services to address COVID-19 when reopening places, the school in financial difficulties</p>	<p>H</p>	<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. LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> School has set up a separate budget to monitor Covid 19 spend. This is closely monitored and reported to governors. A claim has been submitted to the DFE for additional cost incurred due to Covid 19. School has requested via heads of departments to pool resources to support the return of all pupils in September to ensure every 	<p>L</p>

				working classroom has the required resources to ensure they can carry out their lessons smoothly and effectively.	
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8. Governance					
8.1 Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	H	<ul style="list-style-type: none"> The governing body continues to meet when key decisions need to be made 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. The headteachers 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. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Chair of governors and chairs of subcommittees invited to reports Invite Headteacher's PA to take minutes for these meetings 	L
9. Additional site-specific issues and risks					
<ul style="list-style-type: none"> Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them 					
Misuse of water fountains could increase the risk of the virus spreading	M	<ul style="list-style-type: none"> Staff and pupils will be briefed on the use of water fountains Signage will be in place on all fountains 	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Use of water fountains will be restricted to bubbles in zones Use of water fountains will be restricted to filling up bottles, no direct drinking Users to sanitise hands before and after use 	L
Parent and pupil congregation at school entrances breaches social distancing measures and causes distress to local residents	M	<ul style="list-style-type: none"> Parents will be sent reminders about where they can pick up and drop off pupils Pupils will be reminded of our expectations for their behaviour on entrance and exit of the school premises The school will liaise with the police on concerns about parking and safety at certain entrances/exits 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Staff to have duty points at the MUGA and main entrances/exits to school to monitor pupils behaviour, social distancing and any road traffic violations 	L
		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	

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Date Provided to Unions	Click here to enter a date.	Date of Review	Click here to enter a date.