

**ALL HALLOWS' RC HIGH SCHOOL - WIP  
OPERATIONAL RISK ASSESSMENT FOR  
SCHOOL REOPENING**

**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

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

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

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

Assessment conducted by:		Job title:		Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:		Review interval:		Date of next review:	
Related documents					
Local Authority documents:			Government guidance:		
			<a href="#">Actions for educational and childcare settings to prepare for wider opening from 1 June 2020</a> <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> <a href="#">Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</a> <a href="#">Actions for schools during the coronavirus outbreak</a> <a href="#">Coronavirus (COVID-19): implementing social distancing in education and childcare settings</a> <a href="#">Coronavirus (COVID-19): guidance for educational settings</a> <a href="#">COVID-19: cleaning in non-healthcare settings</a>		

### Risk matrix

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

## R number for Salford Information

Statement of 7 June 2020

Salford public health have been advising schools regarding their risk assessments for wider reopening and risk assessments for categories of staff and individuals who may be at higher risk of the severe complications from the virus. In Salford, we do have the local testing arrangements and we are working with schools closely to advise should a staff member, pupil or other household member become unwell. We can arrange the local testing and we can trace the contacts locally.

While the R number has increased in the North West, the overall numbers of new cases and deaths in Salford have not been increasing. On current evidence, Salford is one of the areas in the North West where transmission is below the median for the region. The assessment of the five tests in Salford remains unchanged. The Director of Public Health for Salford has recommended we carry on with our plans with schools, and we will continue to work with individual schools on their risk assessments and response to suspected cases. Other Directors of Public Health in Greater Manchester have also advised continuing with the planned risk-assessed schools opening.

The table below shows Salford and Stockport have the lowest rates of new cases in the last 14 days in Greater Manchester (similar to the average for England) while other areas like Tameside, Rochdale and Bury appear to have higher rates of new infections.

Name	Total Cases in last 14 days	Population	Rate per 100,000 in last 14 days
Bolton	30	287,550	10.4
Bury	50	190,990	26.2
Manchester	84	552,858	15.2
Oldham	40	237,110	16.9
Rochdale	57	222,412	25.6
<b>Salford</b>	<b>25</b>	<b>258,834</b>	<b>9.7</b>
Stockport	20	293,423	6.8
Tameside	65	226,493	28.7
Trafford	43	237,354	18.1
Wigan	61	328,662	18.6
Greater Manchester	475	2,835,686	16.8
England	5,205	56,286,961	9.2

As a result of the advice above, we will continue with our plan for some wider opening of school to Y10. We will continue to track the R number for Salford and to take advice from Salford's Director of Public Health and the local authority to continually assess this and the impact it may have on our staff and pupils to inform any further decisions.

Monitoring of R Number					
<p>R Number in Salford rises to a concerning level which may put our staff and pupils at an increased risk of infection</p>	<p>H</p>	<ul style="list-style-type: none"> <li>Information from the Director of Public Health is regularly checked and used to inform decisions on opening</li> <li>Information and advice from Salford's Director of Public Health is regularly checked and used to inform decisions on opening</li> <li>Information and advice from Salford LA Advisors is regularly checked and used to inform decisions on opening</li> <li>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.</li> <li>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).</li> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the local authority.</li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>R Number for is monitored weekly and updated</li> <li>Information and advice from the Director of Public Health in Salford is checked regularly and used to inform decisions on opening</li> <li>All advice and recommendations provided by the Department of Public health will be followed stringently</li> <li>All advice and recommendations provided by the LA will be followed stringently</li> <li>Procedures in place for those displaying symptoms – e.g medical room prepared</li> <li>Information from DfE guidance has been shared with parents about what steps to take if anyone in the house displays symptoms</li> <li>First aiders to be briefed about procedures if a child or member of staff displays symptoms in school</li> <li>A record of any COVID-19 symptoms in staff or pupils to be kept</li> </ul>	<p>L</p>

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>1. Establishing a systematic process of partial opening, including social distancing</b>					
<b>1.1 Net capacity</b>					
Available capacity of the school is reduced when social distancing guidelines are applied	M	<ul style="list-style-type: none"> <li>Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules.</li> <li>Agreed new timetable and arrangements confirmed for each year group.</li> <li>Arrangements in place to support pupils when not at school with remote learning at home and regular welfare checks if necessary</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Two priority groups set up (V+KW) in different classroom areas</li> <li>Up to 35 Y10 pupils per day on a rotating timetable</li> <li>Y10 pupils will follow a normal curriculum when in</li> <li>Remote learning to be continued for all other year groups and continued for Y10 when not in school</li> <li>Bubble system created with priority groups</li> <li>Start times changed for Y10 pupils</li> <li>Lunch and Break times changed to facilitate change in times of day and social distancing measures</li> <li>Staff have a staggered timetable based on their timetable and responsibilities</li> </ul>	L
<b>1.2 Organisation of teaching spaces</b>					
Classroom sizes will not allow adequate social distancing	H	<ul style="list-style-type: none"> <li>Classroom size and numbers reviewed.</li> <li>Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class)</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for social distancing.</li> <li>Spare chairs removed from desks so they cannot be used.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Measurements have been taken to ensure that in the classrooms to students are 2 metres apart.</li> <li>Markers on each desk and the floor in place as reminders</li> <li>Posters displayed in classrooms and around school as reminds</li> </ul>	L

				<ul style="list-style-type: none"> <li>• Priority groups and Y10 classes have been allocated specific areas for lessons</li> <li>• Cleaning and site staff to be given a clear timetable of room use</li> <li>• Rotation of teaching areas (first and second floors) to be used to ensure classrooms are cleaned following each use</li> </ul>	
Large spaces need to be used as classrooms	M	<ul style="list-style-type: none"> <li>• Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching.</li> <li>• Large gatherings prohibited.</li> <li>• Design layout and arrangements in place to enable social distancing</li> <li>• Maximise use of external areas where practicable</li> <li>• Queue markers placed on entrance for pupils and in queue line in the yard</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>• Allocated classrooms set up prior to pupil arrival</li> <li>• Canteen and Street set up to ensure 2m guidelines for social times</li> <li>• Pupils allocated a seat that they will use when in attendance for social times</li> </ul>	L
<b>1.3 Availability of staff and class sizes</b>					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	H	<ul style="list-style-type: none"> <li>• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>• Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>• Full use is made of testing to inform staff deployment.</li> <li>• A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>• Staff audit of staff conditions have been carried out and assessed.</li> <li>• Identified staff to have an individual risk assessment (ECV, BAME)</li> </ul>	L
<b>1.4 Prioritising provision</b>					
The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen	H	<ul style="list-style-type: none"> <li>• Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school.</li> <li>• Pastoral and SEND support is deployed wherever possible to support prioritised pupils.</li> <li>• Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>• Key Worker/Vulnerable list to be reviewed to potentially split this cohort into specific groupings (days/key stage, etc)</li> <li>• Staffing of these groups needs to be planned</li> <li>• Timetable of classrooms to be used made</li> <li>• Plans will be reviewed</li> </ul>	L

1.5 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"> <li>• Start and departure times are staggered.</li> <li>• The number of entrances and exits to be used is maximised.</li> <li>• Different entrances/exits are used for different groups.</li> <li>• Staff, parents and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> </ul>	<p>Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Priority groups and Y10 groups to have different starts and finishes to the day as well as different break and dinner times</li> <li>• Staggered times/departures to be reviewed if seen to be causing difficulties in maintaining social distancing</li> <li>• Clear entrances and exit points allocated to specific groups to reduce congestion</li> <li>• Extra staff on duty during movement times to ensure pupils are adhering to distancing measures</li> <li>• Markers spaced at 2m will ensure there is no congestion at the entrances and exits.</li> <li>• Parents will know the procedure before they arrive at school.</li> <li>• Staff entrance is different to pupils to reduce congestion</li> <li>• Changes to times of day for both groups to reduce congestion</li> <li>• Pupils and parents to be advised on adhering to social distancing measures enroute to and from school</li> <li>• Cleaning and site staff to be given a clear timetable of room use</li> <li>• Staff have a staggered times based on their timetable and responsibilities to reduce numbers on site</li> <li>• SLT presence to coordinate movement</li> </ul>	<p>M</p>
1.6 Planning movement around the school					



<p><b>Movement around the school risks breaching social distancing guidelines</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottlenecks are identified and managed accordingly.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> </ul>	<p>Y Y Y Y  Y  Y  Y</p>	<ul style="list-style-type: none"> <li>• Staff to support the movement around school when required.</li> <li>• Limited Movement will be utilised where applicable</li> <li>• Duty Rota will be amended to ensure pupils have extra supervision to control movement and distancing between pupils</li> <li>• Markers and posters in place to guide socially distanced movement</li> <li>• SLT to support in movement between lessons</li> <li>• An 'UP' and 'DOWN' staircase system to be used to control movement of Y10</li> </ul>	<p>L</p>
<p><b>1.7 Curriculum organisation</b></p>					
<p><b>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home and remote learning is continuing and is calibrated to complement in-school learning and address daps identified.</li> <li>• Exam syllabi are covered.</li> <li>• Support and guidance are in place for those pupils who have fallen behind in their learning.</li> </ul>	<p>Y Y  Y Y</p>	<ul style="list-style-type: none"> <li>• Review of work being set to ensure syllabi are covered by HOD and sent to SLT link for quality assurance</li> <li>• First week back for Y10 to focus on supporting remote learning including a mentor meeting and remote learning sessions</li> <li>• T+L Team to plan CPD opportunities for staff on remote learning</li> <li>• T+L Team to look into effective independent learning and online/remote learning strategies</li> <li>• HODs and PPLs to monitor pupils and inform staff to redirect them to the work if not being completed</li> </ul>	<p>L</p>
<p><b>1.8 Staff workspaces</b></p>					

<p><b>Staff rooms and offices do not allow for observation of social distancing guidelines</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms, and use is staggered</li> </ul>	<p>Y Y</p>	<ul style="list-style-type: none"> <li>Sneeze guards have been purchased to protect the main reception, due to having an open plan set up</li> <li>Restrict entrance to offices for occupiers only unless invitation</li> <li>Office doors to be kept open when possible</li> <li>Staff to be advised only to use their own equipment</li> <li>Review the current reception set out (reconfigure seating arrangements)</li> </ul>	<p>L</p>
<p><b>1.9 Managing the school lifecycle</b></p>					
<p><b>Limited progress with the school's summer term calendar and work plan because of COVID-19 measures</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>School calendar for the summer term rationalised.</li> <li>Senior Leadership Team (SLT) and staff work plans to include short- and medium-term planning.</li> <li>Staff recruitment for September 2020 completed.</li> <li>Curriculum and timetable for September 2020 completed.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>New Y8-11 pupils will continue with their 2019/20 timetable until October 2020 to aid capacity of learning and catch-up. It will also reduce anxiety and reinforce relationships between pupils and staff</li> <li>New Y8CAU form would continue as a class together with selected staff and consistent TA to offer stability and provide transition into whole school classes</li> </ul>	<p>L</p>
<p><b>Pupils moving on to the next phase in their education do not feel prepared for the transition</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> <li>Staggered onsite induction days are planned for small groups - subject to government guidance</li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Review Y6 induction day plan in terms of face-to-face or remote activities</li> <li>Virtual Transition activities have been delivered to Y6 pupils</li> <li>Bespoke induction plan for 2020 is being updated and reviewed regularly</li> <li>Careers advisor (LBennett), Y11 PPL and FTs have been in contact with pupils to ensure their next stage of</li> </ul>	<p>L</p>

				education is secure. List of potential NEETS are being pursued.	
<b>1.10 Governance and policy</b>					
Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> <li>Meetings are held online with governors where key decisions need to be made.</li> <li>Governing bodies are involved in key decisions on reopening.</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Referred governors to DfE website guidelines</li> <li>All Risk assessments, policy changes and plans are shared and approved with governors</li> </ul>	L
<b>1.11 Policy review</b>					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>COVID-19 Policy added on to some policies</li> <li>Behaviour Policy addendum added 1st June 2020</li> <li>Health and Safety addendum added 10th June 2020</li> <li>Safeguarding policy updated as of 30th March 2020</li> <li>All updates shared with relevant people</li> </ul>	L
<b>1.12 Communication strategy</b>					

<p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Communications strategies for the following groups are in place:                             <ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> <li>• Parents</li> <li>• Governors</li> <li>• Local authority</li> <li>• Diocese</li> <li>• Professional associations as required</li> <li>• Other partners</li> </ul> </li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Information shared with all stakeholders</li> <li>• As soon as this risk assessment is finalised the headteacher will share this with the local area union representatives</li> </ul>	<p>L</p>
<p><b>1.13 Staff induction and CPD</b></p>					
<p>Staff are not trained in new procedures, leading to risks to health</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• New plans and standard operating procedures (SOPs) issues to all staff prior to operating</li> <li>• Induction and CPD programmes are in operation for all staff prior to reopening, and include:                             <ul style="list-style-type: none"> <li>• Infection control including hand hygiene and enhanced cleaning regime</li> <li>• Fire safety and evacuation procedures</li> <li>• Constructive behaviour management</li> <li>• Safeguarding</li> <li>• Risk management</li> </ul> </li> </ul>	<p>Y Y</p>	<ul style="list-style-type: none"> <li>• Plan staff meeting with CPD for staff</li> <li>• Share Risk Assessment with all staff prior to opening</li> <li>• Standard Operating Procedures created for staff to refer to to ensure new procedures are followed</li> </ul>	<p>L</p>
<p>New staff are not aware of policies and procedures prior to starting at the school when it reopens</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>• New plans and standard operating procedures (SOPs) issues to all staff prior to operating</li> <li>• The revised staff handbook is issued to all new staff prior to them starting.</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Induction Program updated to include new procedures and changes to policies</li> <li>• New staff to receive an induction program</li> <li>• Standard Operating Procedures created for staff to refer to. To ensure new procedures are followed</li> </ul>	<p>L</p>
<p><b>1.14 Free school meals I...I'Ω</b></p>					
<p>Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• School Business Manager arranges FSM vouchers every 2 weeks and a plan is in place to ensure these are received by families</li> <li>• Whilst attendance is part time, full vouchers will continue to be provided by school as appropriate</li> </ul>	<p>L</p>

1.15 Risk assessments					
<p>Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.</p>	<p>H</p>	<ul style="list-style-type: none"> <li>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"> <li>Different areas of the school</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used</li> </ul> </li> <li>Risk assessments are systematically revisited once school reopens</li> </ul>	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Amended risk assessments are required for departments using shared equipment</li> <li>Where possible in the foreseeable future practical subjects will be theory based</li> <li>Each Head of department to undertake a risk assessment for their subject area which will be reviewed weekly</li> </ul>	<p>L</p>
1.16 School transport					
<p>Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times</p>	<p>M</p>	<ul style="list-style-type: none"> <li>The details of how pupils will travel to and from school are known prior to opening.</li> <li>Effective liaison with bus companies is used as a basis for planning staggered start and departure times.</li> <li>Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines,</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Bus timetables to be looked into including numbers of buses planned</li> <li>Pupils will be encouraged to travel by foot, bike or car where possible in communication home</li> <li>Survey to include question on planned form of travel by pupils</li> </ul>	<p>L</p>
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>	<p>H</p>	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening.</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all touch points and welfare areas.</li> <li>Working hours for cleaning staff are revised.</li> <li>Working patterns of the school cleaners have been revised to ensure more cleaners are on site during the school day</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Classrooms/shared areas will be cleaned during the day on a rota basis</li> <li>Cleaning hours have been revised to have more available cleaners during the school day</li> <li>Pupils books won't be handled by staff</li> </ul>	<p>L</p>

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"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> <li>Handwashing is built into the daily routine and is supervised by staff.</li> <li>Teachers should ensure they wash their hands and surfaces,</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Students and staff wash hands on entrance into the building.</li> <li>Hand sanitisers in each classroom to be used on entry and exit.</li> <li>Hand sanitisers to be placed around the school at key points to ensure regular and ease of use</li> <li>Key staff to be tasked with monitoring stock and use of hand sanitizers throughout the day</li> <li>Staff to use PE corridor for entrance for easier access to the handwashing facilities.</li> <li>All teachers to be equipped with personal sanitising kit.</li> <li>Staff will not handle pupils equipment or books</li> <li>Pupils provided with their own equipment</li> </ul>	<p>L</p>
<p>Pupils forget to wash their hands regularly and frequently</p>	<p>H</p>	<ul style="list-style-type: none"> <li>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</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> <li>Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Staff will ensure children wash their hands regularly.</li> <li>Hand Washing time planned into pupils break and lunch schedule</li> <li>Signage and posters will be put in classrooms and around school as reminders</li> <li>Initial induction sessions on Y10s first day to include expectations on hygiene</li> <li>Staff will be expected to remind pupils regularly of hygiene expectations</li> </ul>	<p>L</p>
2.3 Clothing/fabric					

<p><b>Not wearing clean clothes each day may increase the risk of the virus spreading</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks which may include a 'bare below the elbow' approach</li> <li>• Expectations and guidance are communicated to parents.</li> <li>• Uniform that cannot be machine washed should be avoided.</li> <li>• Consider leeway for any child who has grown out of any parts of their uniform since March but whose parents cannot currently replace it.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Suspend the wearing of blazers as this is unreasonable to expect parents to wash these regularly</li> <li>• Identified items of uniform will be worn as it is all machine washable (All but blazer)</li> <li>• Leeway for children where uniform does not fit.</li> <li>• Guidance on cleaning hands with rolling up sleeves discussed with pupils</li> <li>• Staff to continue to wear smart business attire but be mindful of recommended guidelines, e.g. be encouraged to leave their jackets in school</li> </ul>	<p>L</p>
<p><b>The use of fabric chairs may increase the risk of the virus spreading</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Take fabric chairs out of use where possible.</li> <li>• Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	<p>Y Y</p>	<ul style="list-style-type: none"> <li>• Use of fabric chairs to be restricted where possible</li> <li>• Staff (e.g reception) will have their own chairs with names for personal use</li> <li>• Blue assembly chairs will not be used</li> <li>• Visitor chairs in reception will be removed and replaced with plastic chairs</li> <li>• Meeting chairs will be replaced with plastic chairs</li> </ul>	<p>L</p>
<p><b>2.4 Testing and managing symptoms</b></p>					
<p><b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Guidance on getting tested has been published.</li> <li>• The guidance has been explained to staff as part of the induction process.</li> <li>• Health and Wellbeing support is available through the LA <a href="https://myzone.salford.gov.uk/people-zone/health-and-wellbeing">https://myzone.salford.gov.uk/people-zone/health-and-wellbeing</a></li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Government guidance has been shared with staff</li> </ul>	<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"> <li>• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>• 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.</li> <li>• 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 <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> <li>• A record of any COVID-19 symptoms in staff or pupils is reported to the local authority.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Procedures in place for those displaying symptoms – e.g medical room prepared</li> <li>• Information from DfE guidance has been shared with parents about what steps to take if anyone in the house displays symptoms</li> <li>• First aiders to be briefed about procedures if a child or member of staff displays symptoms in school</li> <li>• A record of any COVID-19 symptoms in staff or pupils to be kept</li> </ul>	<p>M</p>
<p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Staff, parents and pupils are updated on school procedures regularly</li> <li>• Information from DfE guidance has been shared with parents about what steps to take if anyone in the house displays symptoms</li> </ul>	<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"> <li>• 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.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Guidance shared with staff, pupils and parents regularly</li> <li>• Staff have been briefed and provided Standard Operating Procedures</li> <li>• Parents and Pupils have been provided Standard Operating Procedures</li> </ul>	<p>L</p>
<p><b>2.5 First Aid/Designated Safeguarding Leads</b></p>					
<p>The lack of 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"> <li>• First Aid certificates extended for three months.</li> <li>• All relevant staff are aware of all pupils in school with relevant health conditions</li> </ul>	<p>Y Y</p>	<ul style="list-style-type: none"> <li>• An audit of first aiders has been done to ensure there will be at least one first aider in school each day</li> </ul>	<p>L</p>



				<ul style="list-style-type: none"> <li>There is at least one qualified first aider in school on all days.</li> <li>Identified First aiders made known to all staff in school</li> <li>DSL and deputy DSL will be available at all times in the school day</li> </ul>	
<b>2.6 Medical rooms</b>					
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> <li>Social distancing provisions and PPE where needed for personal care are in place for medical rooms.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>School will have a dedicated Isolation room set up on reopening</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>PPE available in designated Isolation room</li> <li>Relevant staff given training on procedures if a child or member of staff displays symptoms</li> <li>Procedures are in place if a child was to display any symptoms</li> <li>Procedures for cleaning will be shared with the appropriate staff</li> </ul>	L
<b>2.7 Communication with parents</b>					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	M	<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated.</li> <li>Parents to be provided with letters and Standard operating Procedure</li> <li>Pupil Standard operating procedure created</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Amendment to behaviour policy agreed and to be shared with parents.</li> <li>Standard Operating Procedures shared with parents and pupils</li> </ul>	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"> <li>Key messages in line with government guidance are reinforced on a regular basis via email, text and the school's website</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>Parents and carers are updated on school procedures regularly</li> <li>Guidance from DfE shared with parents and carers regularly</li> </ul>	M
<b>2.8 Personal Protective Equipment (PPE)</b>					

<p>Provision of PPE for staff where required is not in line with government guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>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.</li> <li>Staff are reminded that they should not wear gloves unless responding to a suspected COVID-19 case or cleaning, instead they are reminded of the need for regular thorough handwashing</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>Staff briefed that wearing of PPE in school is not required unless responding to a suspected COVID-19 case or cleaning</li> <li>Identified members of staff; including Reception, First aiders and cleaning staff all trained on use and disposal of PPE where necessary</li> <li>Identified staff required to watch a training video clip on using PPE appropriately</li> <li>PPE has been ordered and will be in place in allocated areas</li> <li>Staff advised to remove gloves once they have dealt with a suspected COVID-19 situation</li> </ul>	<p>L</p>
<p><b>3. Maximising social distancing measures</b></p>					
<p><b>3.1 Pupil behaviour</b></p>					
<p>Pupils' behaviour on return to school does not comply with social distancing guidance and/or CoVid hygiene routines e.g. handwashing</p>	<p>H</p>	<ul style="list-style-type: none"> <li>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 SEND children this is done through ability-appropriate methods</li> <li>Staff model social distancing consistently.</li> <li>The movement of pupils around the school is minimised.</li> <li>Large gatherings are avoided.</li> <li>Break times and lunch times are staggered and structured to support social distancing and are closely supervised.</li> <li>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to parents reinforce the importance of social distancing.</li> <li>Arrangements for social distancing of Aquinas Centre children have been agreed and staff are clear on expectations.</li> <li>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.</li> </ul>	<p>Y Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Pupils induction to take place on the first day in school regarding behaviour and safety.</li> <li>Clear messaging about the need for social distance and reinforcement throughout the day from staff.</li> <li>Staff to lead by example</li> <li>Movement around school minimised</li> <li>Behaviour policy adhered to consistently and strictly. Agreed amendment to policy.</li> <li>Parents, staff and pupils made clear about the expectations</li> <li>A list of identified pupils who will struggle following</li> </ul>	<p>L</p>

		<ul style="list-style-type: none"> <li>Conduct risk assessment on pupils unable or unwilling to adhere to social distancing and hygiene procedures</li> </ul>	Y	<p>guidelines identified by Aquinas Centre staff</p> <ul style="list-style-type: none"> <li>Identified pupils will be closely monitored by assigned staff to ensure hygiene routines are adhered to</li> </ul>	
<b>3.2 Classrooms and teaching spaces</b>					
<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	H	<ul style="list-style-type: none"> <li>Home base arrangements in place for priority groups.</li> <li>Home base for Y10 is in the street with allocated seats</li> <li>Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class).</li> <li>All furniture etc. not in use has been removed from classrooms and teaching spaces where practical</li> <li>Arrangements are reviewed regularly.</li> </ul>	Y Y Y  Y Y	<ul style="list-style-type: none"> <li>All classrooms have been measured and capacity is different depending on room size.</li> <li>Extra chairs and tables have been removed and placed in smaller rooms</li> <li>Floor markings in classrooms to make movement clear to all</li> <li>Two priority groups set up (V+KW) in different classroom areas</li> <li>Upto 35 Y10 pupils per day on a rotating timetable</li> <li>Bubble system created with priority groups</li> <li>Start times changed for Y10 pupils</li> <li>Lunch and Break times changed to facilitate change</li> </ul>	L

				<ul style="list-style-type: none"> <li>in times of day and social distancing measures</li> <li>Staff have a staggered times based on their timetable and responsibilities</li> </ul>	
<b>3.3 Movement in corridors</b>					
<p><b>Social distancing guidance is breached when pupils circulate in corridors</b></p>	H	<ul style="list-style-type: none"> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>The movement of pupils around school is minimised as much as possible.</li> <li>Priority groups stay in classrooms and staff move around.</li> <li>Lesson change overs are staggered to avoid overcrowding.</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> </ul>	<p>Y Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Circulation plans have been reviewed.</li> <li>One way system along the corridor and different entrances used</li> <li>Bell has been turned off to facilitate changes to school day</li> <li>SLT to supervise a staggered changeover</li> <li>An 'UP' and 'DOWN' staircase system to be used to control movement of Y10</li> </ul>	L
<b>3.4 Break times</b>					
<p><b>Pupils may not observe social distancing at break times</b></p>	H	<ul style="list-style-type: none"> <li>Break times are staggered.</li> <li>Pupils are reminded about social distancing as break times begin.</li> <li>Social distancing signage is in place around the school and in key areas including all drop off and collection points.</li> <li>Supervision levels have been enhanced, especially to support social distancing.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Pupils are reminded about social distancing.</li> <li>Hand washing time planned into break</li> <li>Signage on display for reminders.</li> <li>Supervision levels enhanced with staff: pupil ratio</li> <li>Y10 late arrivals to come through reception</li> </ul>	L
<b>3.5 Lunch times</b>					

<p><b>Pupils may not observe social distancing at lunch times</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Pupils are reminded about social distancing as lunch times begin.</li> <li>• Pupils wash their hands before and after eating.</li> <li>• Dining area layouts have been configured to ensure social distancing.</li> <li>• Tables and chairs have been cordoned off where this is not possible.</li> <li>• Floor markings are used to manage queues and enable social distancing.</li> <li>• Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces.</li> <li>• Eating areas are cleaned thoroughly after lunch.</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Pupils are reminded about social distancing.</li> <li>• Signage on display for reminders.</li> <li>• Floor markings to help with queues</li> <li>• Supervision levels enhanced with staff: pupil ratio</li> <li>• Hand washing time planned into lunch</li> <li>• Lunch time reduced to limit movement or disruption from pupils</li> </ul>	<p>L</p>
<p><b>3.6 Toilets</b></p>					
<p><b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Floor markings are in place to enable social distancing.</li> <li>• Pupils know that they can only use the toilets with set numbers</li> <li>• Pupils are allowed to access the allocated toilets during class/throughout the day to help avoid queues where necessary</li> <li>• Pupils in Aquinas centre are encouraged to use the toilets during class to avoid queues</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	<p>Y Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Supplies of soap and paper towels monitored and regularly filled</li> <li>• Pupils supported to wash their hands effectively</li> <li>• Specific toilets allocated to specific year groups</li> <li>• Floor markings and signage in place</li> <li>• Supervision of toilet at all social times to monitor numbers and hygiene routines</li> <li>• Supervision levels enhanced with staff: pupil ratio</li> </ul>	<p>L</p>
<p><b>3.7 Medical Rooms</b></p>					
<p><b>The configuration of medical rooms may compromise social distancing measures</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Social distancing provisions are in place for medical rooms.</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>• School will have a dedicated Isolation/medical room set up on reopening</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Meeting room in reception will become a designated 'isolation room'</li> <li>• Relevant staff given training on procedures if a child or member of staff displays symptoms and has used the medical or isolation room</li> </ul>	<p>L</p>

3.8 Reception area					
<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>• Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>• Non-essential deliveries and visitors to school are minimised.</li> <li>• Arrangements are in place for segregation of visitors.</li> <li>• Any essential visitors asked to comply with all required control measures.</li> <li>• 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).</li> <li>• Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable).</li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Restricted access to main office with phone calls being encouraged and meetings to be arranged in advance.</li> <li>• Social distancing in place with markers on the floor</li> <li>• Shielding screens to be installed in reception for staff</li> <li>• Visitors to be restricted to 1 at a time in reception</li> <li>• Hand sanitiser station available for those dropping off deliveries</li> <li>• Floor markings outside the reception doors</li> <li>• Clear markings for pupil entrances on arrival</li> <li>• Separate entrances to be used for different group, including staff</li> <li>• Parents given clear guidelines on our expectations them coming into school</li> <li>• Rearrange the reception desk set up to be in line with social distancing measures</li> </ul>	<p>L</p>
3.9 Arrival and departure from school					
<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Start and finish times are staggered.</li> <li>• The use of available entrances and exits is maximised.</li> <li>• Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Parents given Standard Operating Procedures to inform them of our expectations</li> <li>• Parents picking up and dropping off to remain in their cars, off site as normal</li> </ul>	<p>L</p>
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"> <li>• Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class.</li> <li>• Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied.</li> <li>• Settings should also consider ways to minimise use of public transport to get to and from school at peak time</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>• Encourage alternative transport to and from school</li> <li>• Letters to parents to include recommendations about avoiding public transport where possible</li> <li>• Staggered start and finish to school day for Priority groups and Y10s to reduce congestion</li> </ul>	<p>M</p>
<p><b>3.11 Staff areas</b></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"> <li>• Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Remove additional seating and put stickers on seats/tables</li> <li>• Clear signage near communal areas</li> <li>• Sanitiser packs to be given to staff</li> <li>• Santiser packs to be placed in each communal area</li> </ul>	<p>L</p>
<p><b>4. Continuing enhanced protection for children and staff with underlying health conditions</b></p>					
<p><b>4.1 Pupils with underlying health issues</b></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>M</p>	<ul style="list-style-type: none"> <li>• Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>• 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.</li> <li>• The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Parents have made school aware of the children with underlying health issues</li> <li>• Information regarding pupils on medical register is updated</li> <li>• Regular phone calls home have been made to all pupils</li> <li>• Risk assessment of all children on an EHCP carried out</li> </ul>	<p>L</p>
<p><b>4.2 Staff with underlying health issues</b></p>					

<p>Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p>	<p>M</p>	<ul style="list-style-type: none"> <li>• All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>• 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.</li> <li>• Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>• All staff who are classed as clinically vulnerable or clinically extremely vulnerable are working from home in line with national guidance which is reviewed regularly.</li> <li>• In addition, staff who have underlying health conditions that potentially put them at increased risk and who have made this known to school have been risk assessed</li> <li>• Current government guidance is being applied.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>• School has records of staff with underlying health issues.</li> <li>• Guidance from DfE about definitions and strategies have been sent in daily updates from LA</li> <li>• Staff who are clinically extremely vulnerable are working from home</li> <li>• Staff who are clinically vulnerable are advised to work from home. Exceptions may be made at the staff members request to support mental health once an individual risk assessment has taken place</li> <li>• Other staff who have identified as being at increased risk will have a risk assessment undertaken</li> <li>• Staff who are living with someone who is shielding will also be working from home</li> <li>• National guidance is being followed and shared</li> <li>• Risk assessments undertaken with identified members of staff for their ability to return to work</li> </ul>	<p>L</p>
<p><b>5. Enhancing mental health support for pupils and staff</b></p>					
<p><b>5.1 Mental health concerns – pupils</b></p>					
<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>	<p>H</p>	<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>• Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings</li> <li>• Resources/websites to support the mental health of pupils are provided.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>• A higher number of staff are trained in mental health support via on-line learning that has taken place during lockdown.</li> <li>• There is access to pastoral leaders on each day for pupils that need to talk about their mental health.</li> </ul>	<p>M</p>



				<ul style="list-style-type: none"> <li>Resources for supporting mental health are on the website and have also been provided via PD google classroom foreach pupil.</li> </ul>	
<b>5.2 Mental health concerns – staff</b>					
<p>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</p>	H	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Staff have been signposted to resources to support mental health</li> <li>Staff have been encouraged to complete on-line training to support their mental health</li> <li>School chaplain to offer some spiritual and emotional support to staff and pupils</li> </ul>	L
<p>Working from home can adversely affect mental health</p>	M	<ul style="list-style-type: none"> <li>Staff working from home due to self-isolation have regular catch-ups with line managers.</li> <li>Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>Appropriate work plans have been agreed with support provided where necessary.</li> <li>Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>Each member of staff that is working from home has an allocated member of SLT to check in with them.</li> <li>Staff can provide remote learning from home via Google Classroom</li> <li>Review of what work staff can do from home to ensure they feel valuable and in contact</li> </ul>	L
<b>5.3 Bereavement support</b>					
<p>Pupils and staff are grieving because of loss of friends or family</p>	H	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> <li>Staff have been sent an online bereavement course to complete</li> </ul>	<p>Y Y Y</p>	<ul style="list-style-type: none"> <li>Staff that are grieving are provided with opportunities to have counselling and support.</li> <li>A large number of staff have completed an online course on supporting people who have been bereaved</li> <li>School chaplain to offer some spiritual and emotional support to staff and pupils</li> </ul>	L
<b>6. Maintaining educational provision for children of key workers and vulnerable children</b>					

6.1 Maintaining provision					
<p><b>Educational provision must still be maintained for priority children when the school reopens</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Current government guidance is being followed.</li> <li>• Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision.</li> <li>• The facility for full-time attendance is available where required (even if their peers are only attending part-time).</li> <li>• Arrangements are in place to ensure that this cohort is tracked and supported effectively.</li> <li>• Arrangements are in place to supervise children of key workers and vulnerable children over Easter, May half term and the potential for October half term holiday periods in-line with current government guidance.</li> <li>• All Hallows will not be open over the summer but we will signpost other provisions to support pupils</li> </ul>	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Liaison through the student services e-mail allows parents to request more or less time in school.</li> <li>• Parents of vulnerable pupils have been encouraged, where appropriate, to send their child to school. Bespoke plans put in place where necessary.</li> <li>• Pupils in school are still accessing the online learning to be in line with their peers.</li> <li>• School has remained open during school holidays, where parents have required the provision.</li> </ul>	<p>L</p>
7. Operational issues					
7.1 Review of fire procedures					
<p><b>Fire procedures are not appropriate to cover new arrangements</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:                             <ul style="list-style-type: none"> <li>• Reduced numbers of pupils/staff</li> <li>• Possible absence of fire marshals</li> <li>• Social distancing rules during evacuation and at muster points</li> <li>• Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff and pupils have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• New arrangements are tested and amended if necessary</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Agreed new assembly points Pupils and staff will assemble on the school fields.</li> <li>• New arrangements will be tested</li> <li>• SLT to be designated fire marshals and will be in attendance at school each day</li> <li>• Fire drill walkthrough will take place the w/c 15th June for each Year 10 grouping</li> </ul>	<p>L</p>
<p><b>Fire evacuation drills - unable to apply social distancing effectively</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Fire drills will be tested to ensure social distancing is in place and the pupils adhere to this.</li> </ul>	<p>L</p>

Fire marshals absent due to self-isolation	M	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	<ul style="list-style-type: none"> <li>SLT will take the role of the fire marshal</li> </ul>	L
<b>7.2 Managing premises on reopening after lengthy closure</b>					
All systems may not be operational	M	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> </ul>	Y Y	<ul style="list-style-type: none"> <li>Caretaker staff have been onsite daily and maintenance of the site has been on-going if required</li> <li>All systems have been in place so do not need to be re-commissioned</li> </ul>	L
Statutory compliance has not been completed due to the availability of contractors during lockdown	H	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>All water systems have not been maintained throughout lockdown</li> </ul>	Y Y	<ul style="list-style-type: none"> <li>All taps have been flushed as required.</li> <li>All daily/weekly routines have been carried out</li> </ul>	L
<b>7.3 Contractors working on the school site</b>					

<p><b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>• 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.</li> <li>• 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.</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>• 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).</li> </ul>	<p>Y Y Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Only essential contractors to be on site or allowed in the building</li> <li>• Contractors to be briefed by site staff on COVID-19 Standard Operating Procedures before entering the building</li> <li>• Only identified entrances and exits to be used</li> <li>• Supervision in place at all times</li> <li>• All safeguarding checks and other procedures completed as normal</li> </ul>	<p>L</p>
<p><b>8. Finance</b></p>					
<p><b>8.1 Costs of the school's response to COVID-19</b></p>					
<p><b>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>• LA finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>• Additional COVID-19 related costs have been separated from the main school budget.</li> <li>• The school's projected financial position has been shared with governors</li> </ul>	<p>Y Y Y Y</p>	<ul style="list-style-type: none"> <li>• Separate COVID-19 Budget has been allocated from the school reserves</li> <li>• This will be monitored separately so show a true cost of COVID-19</li> <li>• Information will be shared with governors on the allocation identified to purchase additional resources/equipment</li> </ul>	<p>L</p>
<p><b>9. Governance</b></p>					

9.1 Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	M	<ul style="list-style-type: none"> <li>The governing body continues to meet when key decisions need to be made via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Headteacher reports 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.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>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.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Chair of governors and chairs of subcommittees invited to reports</li> <li>Invite Headteacher's PA to take minutes for these meetings</li> </ul>	L
10. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Lack of site team support	H	<ul style="list-style-type: none"> <li>The school will review the hours of the current site team and additional support will be put in place if required.</li> <li>Agency staff will be brought in to support any gaps within the caretaking team to ensure the site is safe and compliant.</li> </ul>	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Hours will be revised to support any site team absence</li> <li>This will be monitored on a weekly basis</li> </ul>	M

**School Leadership Use Only**

Approved by Head Teacher			Date of Approval	Click here to enter a date.
Approved by Chair of Governors				
Date Provided to Unions	Click here to enter a date.		Date of Review	Click here to enter a date.

