Salford City Council

All HALLOWS' RC HIGH SCHOOL OPERATIONAL RISK ASSESSMENT – September 2021 - Version 5

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 operational guidance for schools; updated by the Department for Education (August 2021) as follows: Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)

Assessment conducted by:	B Lindley-Clapp	Job title:	Assistant Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers

Date of assessment:	10th August 2021	Review interval:	September 2021	Date of next review:	October 2021 by SLT/LA

Related documents	
School: Schools should work closely with parents and carers (future references to parents should be read as including carers), staff and unions when agreeing the best approaches for their circumstances	**Government guidance:** Schools COVID-19 operational guidance - GOV.UK (www.gov.uk) updated 17/8/2021 Contingency framework: education and childcare settings - GOV.UK (www.gov.uk) Actions for early years and childcare providers during the COVID-19 pandemic early years and childcare settings Special schools and other specialist settings: coronavirus (COVID-19) Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

Record of Review	
Review Date	**Overview of review**

R number and vaccination for Salford Information

Statement from Director of Public Health, Dr Muna Abdel Aziz on 4th March 2021

Latest figures, 2 September 2021

331.2 (down) - Weekly rate per 100,000 people (23 August to 29 August 2021)

10.2% (down) – PCR tests which are positive (22 August to 28 August 2021)

4 (no change) - Number of deaths involving COVID-19 (14 August to 20 August 2021)

As a result of the information above, we will continue with our plans to open the school to all year groups in September 2021. We will continue to track the Covid rate 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. We will closely monitor the vaccination program in Salford and encourage any staff that are yet to have the vaccine to organise an appointment once they become eligible. We will stagger the start to year groups so we can undertake lateral flow tests on pupils before they go into lessons and fully integrate with all year groups.

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 Covid rate					
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)
Covid rate in Salford rises to a concerning level which may put our staff and pupils at an increased risk of infection	H	● Information from the Director of Public Health is regularly checked and used to inform decisions on opening and school day structure, e.g. face masks, staggered breaks, increased entrance/exits, etc ● 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.	Y Y Y Y Y Y	● Covid rate 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	L

Monitoring Vaccination program

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)
Vaccination rate for Salford is low which may put our staff and pupils at an increased risk of infection	H	● Information and advice from Salford's Director of Public Health is regularly checked and used to inform decisions ● Information and advice from Salford LA Advisors is regularly checked and used to inform decisions ● A record of the vaccination program involving staff is completed	Y Y Y	● The vaccination program for school staff is regularly checked ● Opportunities for staff to be vaccinated are shared with those eligible ● A record of staff vaccinated has been compiled ● Staff are encouraged to take up invitations to be vaccinated ● Staff are supported in taking part in the vaccination program ● Staff have been asked to identify their vaccine status	L

1. Control Measures

1.1 Risk assessment

Risks are not comprehensively assessed in the school to minimise and manage the risk from COVID-19,	H	● Comply with health and safety law and put in place proportionate control measures. ● Regularly review and update the risk assessments - treating them as 'living documents', as the circumstances in school and the public health advice changes. ● Monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls. ● When undertaking reviews, look for ways to improve the practices and procedures. ● Involve staff in developing control measures to make sure they are suitable for the way they carry out their work. Encourage them to suggest improvements, and to report anything they think might be going wrong.	Y Y Y Y Y	● Practical subjects are permitted to use equipment but this needs to be cleaned and sterilised when and where possible ● 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. ● Visitors in reception should be kept to a minimum and by appointment only ● Correspondence home to parents discourages visiting school where possible	L

		• Share the results of their risk assessment with workforce.
		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies / additional controls are put in place and communicated to staff covering:
		   - Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used
		   - External visits
		   - Managing visitors
		• Risk assessment to be published on website to provide transparency of approach to parents, carers and pupils.
			Y
			Y
			
			Y
				• 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	

Outbreak in school / area becomes an area of enhanced concern	H	• Put in place an outbreak management plan (Appendix 1) outlining how school would operate if there were an outbreak in school or local area.
		• The outbreak management plan is communicated with and understood by stakeholders.
		• When required, work with Salford Public Health to implement the outbreak management plan.
		• In an outbreak school should contact 0800 952 1000 to gain Salford Public health advice on any additional action that is required, such as implementing elements of your outbreak management plan., NB A DfE helpline is also available 0800 046 8687 and selecting option 1
		• Refer to the contingency framework
			Y
			Y
			Y
			Y
			
			Y
				• Outbreak management plan completed and shared with staff and includes some of the following;
				   - reintroduce face masks
				   - limit social interaction between year groups
				   - increase entrance/exit options
					L

Infection transmissions within school rise	H	The outbreak management plan (Appendix 1) should include: • The reintroduction of 'bubbles' for a temporary period, to reduce mixing between groups would be considered and put in place when possible and with the necessary notice to staff and pupils • Face coverings should temporarily be worn in communal areas or classrooms (by secondary pupils, staff and visitors – unless exempt) • Where restrictions are required, DfE/PHE/LA may advise: that secondary schools allow only vulnerable children and young people, children of critical workers, pupils in years 10, 11, and other pupils who were due to take external exams this academic year to attend. • In these circumstances, high-quality remote education should be provided for all other pupils. • Where it is appropriate to increase attendance, DfE/Public health/LA will advise which groups should be prioritised for return.	Y Y Y Y Y	• Outbreak management plan completed • Remote learning policy in place	L

Tracing close contacts and isolation	H	• Close contacts will now be identified via NHS Test and Trace. • Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. • Schools may be contacted in exceptional cases to help with identifying close contacts. • Individuals are not required to isolate if they live in the same household as someone with COVID-19, or are a close contact if: - they are fully vaccinated - Below the age of 18 yrs and 6 months - Have taken part or are currently part of an approved COVID-19 vaccine trial - Are not able to get vaccinated for medical reasons	Y Y Y Y	• All Parties (staff, parents and pupils) have been informed on the necessary expected steps each party should take in the event of being identified as a close contact of a positive case • Staff will be expected to continue the use of class charts and keeping seating plans up to date to aid any close contact identification if necessary • In addition, school, upon learning a pupil has tested positive, will complete a rapid response of track and trace using class charts and inform the identified pupils and staff appropriately	L
1.2 Availability of staff					
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	• 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 • If any school has concerns about staffing capacity, then contact the LA	Y Y Y Y Y	• Staff have been given a reminder on absences and expected protocol if unwell • Cover list is reviewed daily • 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	L
1.3 Use of resources					

Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened Ensuring curriculum resources are used safely	H	• Gaps in learning are assessed and addressed in teachers' planning. • The google classroom platform will continue to be used to complement in-school learning and address daps identified. • Remote and home learning will continue for those isolating • Exam syllabi are covered. • Plans for intervention are in place for those pupils who have fallen behind in their learning. • Pupils and teachers can take books and shared resources home although unnecessary sharing should be avoided.	Y Y Y Y Y Y Y Y Y Y Y	• 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 • BLC to put 'closing the gap' onto the HODs agenda for each meeting to ensure it is a priority and allows HODs to share good practice • 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 • HODs to ensure retrieval and interleaving of the core ideas and skills are well developed and mapped out in their curriculum • HODs to make the necessary resources orders prior to starting in September to ensure their teams are equipped to teach • Staff returning to their original departmental areas to organise the room appropriately for effective teaching	L
1.4 Curriculum organisation				

Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	M	• Gaps in learning are assessed and addressed in teachers' planning. • Exam syllabi 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 if necessary • The google classroom platform will continue to be used to complement in-school learning and address daps identified. • Remote and home learning will continue for those isolating	Y Y Y Y Y Y	• Review of work being set in lessons and for homework to ensure syllabi are covered by HOD and sent to SLT link for quality assurance • HODs and PPLs to monitor pupils progress with missed work and support teaching staff in enabling pupils to complete this work • Staff to be expected to upload all lessons and resources onto google classroom for pupils to reference and/or use if absent • Staff to be expected to continue with remote learning should a year group or cohort of pupils be isolating • HODs to ensure retrieval and interleaving of the core ideas and skills are well developed and mapped out in their curriculum	L
1.5 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms, and use is staggered where possible	Y Y	• Visitors to reception to wear a face mask (some will be provided if necessary) • Visitors to reception to be limited • Parents will continue to be encouraged via letter to not attend school if possible • Restrict entrance to offices for occupiers only unless invitation • Office doors and windows 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 • Staff have been reminded to keep a minimum of 1 meter distance between themselves when meeting or in discussions • Staff unable to maintain a 1m distance when working or meeting together are advised to wear a face mask • Additional workspaces have been created in staff rooms to allow staff an area to work when not teaching	L

				• 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 • Where offices are shared, doors should be left open as well as windows, if possible	
Staff using public transport or car pool with other staff have an increased risk of transmission	H	• Guidance is in place on how social distancing can be observed on public transport. • Guidance is in place on the recommendations to wear a face covering when using public transport.		• Staff given guidance on wearing face coverings whilst using public transport and advised to do so • Staff advised not to carpool unless a 1m distance and face covering can be maintained for the entirety of the journey • Staff understand that it is their personal responsibility to take all necessary steps to minimise their own, as well as others, risk of transmission and/or infection	L
1.6 Governance and policy					
Governors are not fully informed or involved in making key decisions	M	• Meetings (online or face-to-face) held with governors when key decisions need to be made. • Governing bodies are involved in key decisions. • Governors are briefed regularly on the latest government guidance and its implications for the school.	Y Y Y	• Referred governors to DfE website guidelines • All Risk assessments, policy changes and plans are shared and approved with governors	L
1.7 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other	H	All relevant policies: • Safeguarding • Health and Safety • Fire Evacuation • Behaviour • Attendance • Visitors	Y	• Behaviour Policy addendum updated Sept 2021 • Health and Safety addendum reviewed September 2021 • Safeguarding policy updated September 2021	L

policies are no longer fit for purpose in the current circumstances	*(red)*	- Visits have been revised to take account of government guidance - Staff, pupils, parents and governors have been briefed accordingly. - 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	Y	- Remote learning addendum to behaviour policy reviewed Sept 2021 - All updates shared with relevant people and have been agreed	*(green)*

1.8 Communication strategy					

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	H	Communications strategies for the following groups are in place: - Staff - Pupils - Parents - Governors - Local authority - Professional associations - Other partners including visitors	Y	- 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

1.9 Staff induction and CPD					

Staff are not trained in new procedures, leading to risks to health	H	- New plans and standard operating procedures (SOPs) issues to all staff prior to operating - Induction and CPD programmes are in operation for all staff prior to reopening, and include: - Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes - Fire safety and evacuation procedures - Constructive behaviour management - Safeguarding - Risk management	Y Y	- Standard Operating Procedures created for staff to refer to to ensure new procedures are followed - Share Risk Assessment with all staff prior to opening	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	- Induction programmes are in place for all new staff – either online or in-school – prior to them starting. - The updated staff handbook is issued to all new staff prior to them starting.	Y Y	- 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

2. Control measures					

2.1 Ensure good hygiene for everyone					

Pupils and staff forget to wash their hands regularly and frequently	M	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 using the toilet, after breaks and after using any shared equipment.	Y Y	Standard operating procedures outline the expectation to maintain good hygiene practice	L

		• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. - building these routines into school culture. • Frequent and thorough hand cleaning should now be regular practice. • 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.	Y Y Y	• Hand sanitizers are situated around the school for easy access • Staff toilets provided with hand washing facilities and situated on each floor. The stock of these facilities is regularly monitored.	
Pupils may not observe respiratory hygiene	H	• Continue to promote the 'catch it, bin it, kill it' approach with all staff, pupils and parents. • Continue to promote the e-Bug COVID-19 website. It contains free resources, including materials to encourage good hand and respiratory hygiene.	Y Y	• Staff monitor pupils behaviour and sanction, as per the behaviour policy, those not complying with our expectations	L
Use of personal protective equipment PPE is unclear	M	• Staff are clear that most schools will not require PPE beyond what they would normally need for their work. • Adhere to the guidance on the use of PPE in education, childcare and children's social care settings which provides more information on the use of PPE for COVID-19. • Ensure the guidance is understood and communicated to relevant staff.	Y Y Y	• Staff and pupils will not be required to wear masks unless they feel more comfortable to do so. However, if they choose to do so they must wear the mask appropriately • Visitors to school will be required to wear a mask	L
Provision of PPE for staff where required is not in line with government guidelines	H	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing gloves is not a substitute for good handwashing. • Ensure that 3rd party employers (e.g., catering and cleaning companies) have shared risk assessments with the school.	Y Y Y Y	• Staff that may be required to wear PPE (reception staff, first aiders, etc) have been given guidance and training on the correct use of PPE	L
2.2 Maintain appropriate cleaning regimes, using standard products as detergents					

Cleaning capacity is reduced	H	• An appropriate cleaning schedule is in place and maintained.
		 • Includes regular cleaning of areas and equipment (for example, twice per day using detergent and hot water followed by a chlorine based disinfectant solution), with a particular focus on frequently touched surfaces, e.g:
		   - Toilets
		   - Door Handles/ Access Buttons
		   - Kitchen areas and associated equipment
		   - Water dispensers/ coolers
		   - Printers/ Photocopiers
		   - White Boards
		   - Play Equipment
		   - Shared resources
			Y
			 Y
				• Changes to cleaning contracts have been made to allow an additional cleaner on site from 12pm
				 • Our current on-site cleaner will also be asked to clean high frequency areas (stairwell rails, toilets, etc) during the day to maintain cleanliness standards
					L

		• PHE guidance on the cleaning of non-healthcare settings. COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk) is understood and communicated. • A 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. • Regular cleaning of toilets. • Working hours for cleaning staff are amended/increased if required. • Continue a culture of shared responsibility for keeping areas clean.	Y Y Y Y Y Y		
The use of water fountains increases the risk of transmission	H	• Water fountains to be sanitised/flushed regularly. • Signage to be put in place to prohibit face-to-tap drinking. • Water fountains are to be used ONLY to refill personal water bottles or containers.	Y Y Y	• Staff and pupils will only be allowed to fill bottles • Signage is in place	L
Toilet areas are not kept clean and well stocked	H	• Pupils are reminded regularly on how the toilet facilities should be used and young children are supervised in doing so - building these routines into school culture. • The toilets and sinks are cleaned frequently. • Monitoring ensures a constant supply of soap, paper towels and toilet tissue. • Bins are emptied regularly.	Y Y Y Y	• Our resident cleaner will ensure toilets are kept clean and well stocked	L
Resources and equipment may not be cleaned frequently enough	M	• Students and staff to have their own pens and pencils etc. • Outdoor equipment to be regularly cleaned. • Limit unnecessary sharing of resources as much as possible.	Y Y Y	• Use of form tutors and respect cards to ensure pupils come to school with the necessary equipment to avoid sharing equipment • Subject specific equipment will be cleaned following use, where appropriate and feasible	L
2.3 Keep occupied spaces well-ventilated					
Occupied spaces are not sufficiently ventilated	H	• Increase natural ventilation to all enclosed classrooms and workspaces by fully or partially opening windows, air vents and doors. • Do not prop open fire doors unless fitted with magnetic locks or manned. • Review HSE video to ensure all aspects have been considered https://youtu.be/hkK_LZeUGXM • Any poorly ventilated spaces to be identified and steps taken to improve fresh air flow in poorly ventilated areas by:	Y Y	• All recirculation dampers or thermal wheels on the AHU's continue to be disabled to allow clean and fresh air to be circulated and no air will be re-used to reduce contamination • Staff to open windows where possible when using classrooms. Especially in classrooms with large pupil numbers.	L

		- Opening external windows and internal doors where it is safe to do so and they are not fire doors.	Y	● Windows to be opened upon leaving a classroom for ventilation between lessons ● Doors to be left open upon leaving a classroom for ventilation between lesson ● Parents evenings will continue to be held virtually for the 22021/22 calendar year ● Appropriate steps, such as wearing of face masks, restricted numbers, etc, will be taken if planned events involve parents to come into school	
		- The use of mechanical ventilation systems that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.	Y		
		- When holding events where visitors such as parents are on site, for example school plays use spaces that have adequate ventilation.	Y		
		- Purge / air room as frequently as possible by opening all doors and windows fully to maximise ventilation when the room is unoccupied and where possible between appointments.	Y		
		To balance the need for increased ventilation while maintaining a comfortable temperature consider: ● opening high level windows in colder weather in preference to low level to reduce draughts ● increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) ● providing flexibility to allow additional, suitable indoor clothing ● Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.			
2.4. Follow public health advice on testing, self isolation and managing confirmed cases of COVID-19					
An individual develops COVID-19 symptoms or has a positive test	**H**	● Ensure pupils, staff and other adults follow public health advice on when to self-isolate and what to do When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk) ● Ensure updated guidance is communicated to all stakeholders and understood. ● Pupils and staff do not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19. ● Promote testing for staff and pupils who have symptoms in line with guidance. ● Procedures are in place to deal with any pupil or staff displaying symptoms at school. ● Pupils and staff displaying symptoms should go home as soon as possible avoiding the use of public transport and, wherever possible, pupils will be collected by a member of their family or household. ● If a pupil is awaiting collection, they are left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary, further information on this can be found Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (applies until Step 4) - GOV.UK (www.gov.uk) .	Y Y Y Y Y Y Y	● 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 ● Staff will be expected to continue to test regularly (twice a week) ● Lateral Flow Tests are available for staff in school and locally ● An in-school lateral flow testing program has been developed for all pupils for the first days back	**L**

		• Any rooms they use should be cleaned after they have left. • The index case and any unvaccinated adults in the household should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection	Y		
Positive cases in class where staff are not double vaccinated pose a risk to health	H	• School to request that all staff share their vaccination status to enable staff to be advised to isolate as appropriate should they be contacts of a positive case. If staff do not feel able to disclose this information this should be recorded.	Y	• Opportunities for staff to be vaccinated are shared with those eligible • A record of staff vaccinated has been compiled • Staff are encouraged to take up invitations to be vaccinated • Staff are supported in taking part in the vaccination program • Staff are supported in taking part in the vaccination program • Staff have been asked to identify their vaccine status	L
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	H	• Staff, pupils and parents have received clear communications informing them of current government guidance and local authority process on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y Y Y	• Guidance shared with staff, pupils and parents regularly • Staff have been briefed and provided the Standard Operating Procedures • Pupils will be briefed on the Standard Operating Procedures	L
Medical rooms are not adequately equipped or configured to maintain infection control	H	• 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	• 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
<u>Secondary only</u> Asymptomatic testing is not set up for the start of term	H	• The importance of asymptomatic testing is communicated and understood by all stakeholders. • All secondary school pupils (with parental consent) receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term. • Procedure and process are communicated, understood and followed by pupils, parents and staff. • Commence testing from 3 working days before the start of term and stagger return of pupils across the first week to manage this. • Staff are identified in Secondary schools to implement the governments on-site testing requirements and are fully trained.	Y Y Y Y Y	• An in-school lateral flow testing program has been developed for all pupils for the first days back in the Autumn Term	L

	■	• Operational procedures are followed. • Pupils then continue to test twice weekly at home until the end of September, when this will be reviewed. • All schools have a Lateral Flow Testing risk assessment in place for the provision, supply and storage for home Lateral Flow Device Tests. • A small on-site LFD test centre should be maintained in secondary schools to allow for those unable to take LFD test at home on site. • Pupils and parents and carers understand the importance of twice weekly testing at home for pupils and all procedures are followed. • Home testing kits are available for all pupils with parental consent. • Pupils with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID-19. • Close contacts will be identified via NHS Test and Trace.	Y Y Y Y Y Y Y Y		■
Secondary Only **Pupils and parents are not aware of the schools plans to implement onsite testing (before the return to school in September)**	**H**	• Parents of secondary age pupils are informed of the staggered start arrangements in place to accommodate the requirement for 2 on-site LFD tests for each child before they return to school in September.	Y	• All arrangements for September have been shared with parent and pupils • All year groups will be offered a LFD Test on their first day of school	**L**
Asymptomatic testing for staff is not established.	**H**	• The importance of asymptomatic testing is communicated and understood by all staff. • Encourage staff to undertake twice weekly home tests until the end of September, when this will also be reviewed. • Staff with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID -19. • Close contacts will be identified via NHS Test and Trace.	Y Y Y Y	• Staff will be expected to continue to test regularly (twice a week) at home using LFT Tests available at school	**L**
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	**H**	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place, working with NHS track and trace as appropriate. • 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).	Y Y Y	• Staff and pupils have been briefed in maintaining high standards of hygiene • Staff and pupils have been advised to follow all guidelines following if they, or anyone in their household, displays a sny symptoms • Staff have been advised to maintain social distancing measures where possible	**L**

Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	**H**	● Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. ● This guidance has been explained to staff and pupils as part of the induction process. ● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders	Y Y Y	● Guidance shared with staff, pupils and parents regularly ● Staff have been briefed and provided the Standard Operating Procedures ● Pupils will be briefed on the Standard Operating Procedures	**L**
The NHS Test and Trace guidance in the workplace isn't adhered to	**H**	● Share the NHS Test and Trace workplace guidance document with staff and governors. ● Follow the NHS Test and Trace workplace guidance. Call the Self-Isolation Service Hub on 020 3743 6715 as soon as school are made aware that any of their workers have tested positive. ● Provide the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who tested positive, alongside the names of co-workers identified as close contacts during the infectious period. This will ensure that all workplace contacts are registered with NHS Test and Trace and can receive the necessary public health advice, including the support available to help people to self-isolate.	Y Y Y	● All necessary guidance shared with staff and governors	**L**

3. Maximising social distancing measures
3.1 Pupil behaviour

Pupils' behaviour on return to school does not comply with social distancing guidance	H	• 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. • Staff model social distancing consistently between adults; adults and pupils (where possible); and between bubbles. • The movement of pupils around the school is minimised. • Large gatherings that break bubbles are avoided. • Break times and lunch times are staggered and structured to support maintenance of bubbles and social distancing where appropriate and are closely supervised. • 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 • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • 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. • All pupils and staff understand this is now part of how school operates.	Y Y Y Y Y Y Y Y Y Y	• Year group assemblies will take place regarding behaviour and safety. • Clear messaging about the need for social distance and reinforcement throughout the day from staff. • Staff to lead by example • Behaviour policy adhered to consistently and strictly. • Parents, staff and pupils made clear about the expectations	L

3.2 Toilets

Queues for toilets and handwashing risk non-compliance with social distancing measures	H	• 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	Y Y Y Y	• Supplies of soap and paper towels monitored and regularly filled • Pupils encouraged to use toilets before school starts and in break/lunch times • Supervision of toilet at all social times to monitor numbers and hygiene routines	L

3.3 Medical Rooms

The configuration of medical rooms may compromise social distancing measures	H	• Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Y Y Y	• Meeting room in reception will continue t be the 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

3.4 Reception area

Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	**H**	- 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).	Y Y Y Y Y Y Y	- Restricted access to the main office with phone calls being encouraged and meetings to be arranged in advance. - Visitors to reception to wear a face mask (some will be provided if necessary) - Visitors to reception to be limited - Hand sanitiser station available for those dropping off deliveries - Separate entrances to be used for different groups, including staff - Parents given clear guidelines on our expectations for them when coming into school - Reception staff will continue to ask the 'standard questions' to all visitors on entry to school to ensure the risk is minimised	**M**
3.5 Staff areas				
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	**M**	- 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	Y Y Y	- Staff to ensure teaching 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. - Staff will be expected to maintain a 1m distance between themselves when using communal spaces - Staff unable to maintain a 1m distance when working or meeting together are advised to wear a face mask	**L**
4. Operational issues				
4.1 Managing the school lifecycle				

Making progress with the school's autumn term calendar and future work plan considering of COVID-19 measures	M	• School calendar for the autumn term is rationalised and is informed by DFE expectations of a broad curriculum from the start of the Autumn term. • Schools continue to build capacity to educate pupils remotely where this is needed. • School recruitment continues as usual.	Y Y Y	• Staff have been given their new timetables in advance of the Autumn Term • Staff will, where possible, continue with their classes from last to ease the transition for staff and pupils • All necessary staffing appointments have been completed • The remote learning policy is still in place if and when necessary	L
Pupils joining the next phase in their education do not feel prepared for the transition	H	• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts • Induction days for pupils and parents are planned.	Y Y Y Y	• Regular contact and communications have been sustained to keep pupils and parents well informed of our plans and next steps • Year 11 leavers will be supported and given further support and advice for their next steps • Year 7 starters will be well supported by the transition mentor and Y7 PPLs	L
4.2 Educational visits					
Booked educational visits need to change or be cancelled with short notice	H	• Ensure that any new bookings have adequate financial protection in place. • Visits coordinators are aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. • Visit coordinators are aware the travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes. • Visit coordinators communicate with the visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) • Undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. • Follow the guidance Health and safety on educational visits - GOV.UK (www.gov.uk) • Follow specialist advice from the Outdoor Education Advisory Panel (OEAP). https://oeapng.info • Visit coordinators communicate regularly with parents and carers to keep them informed	Y Y Y Y Y Y Y Y	• A member of SLT has completed EVOLVE training to become the school EVC	L
4.3 Governance and policy					

Governors are not fully informed or involved in making key decisions	**H**	• Meetings (online or face-to-face) held with governors following the usual timetable • Governing bodies are involved in key decisions • Governors are briefed regularly on the latest government guidance and its implications for the school. • Governors are briefed on the school's use of additional funding and approaches to catch up and the impact of these • Governors are briefed on the school's decision making about the planned curriculum.	Y Y Y Y Y	**L**
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	**H**	• 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.	Y Y Y Y Y	• Chair of governors and chairs of subcommittees invited to reports • Invite Headteacher's PA to take minutes for these meetings **L**

5. Enhancing mental health support for pupils and staff

5.1 Mental health concerns – pupils

Pupils' mental health has been adversely affected during the periods that the school has been closed and by the COVID-19 crisis in general	H	• 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	• A higher number of staff are trained in mental health support via on-line learning that has taken place during lockdown. • A pastoral parents evening has been planned for the Autumn Term 1 to connect with parents and address any pastoral concerns with pupils	L

5.2 Mental health concerns – staff

The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	• Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme)	Y Y Y Y Y	• Staff have been signposted to resources to support mental health • Staff have been given some training on wellbeing • School chaplain is available to offer some spiritual and emotional support to staff and pupils	L

5.3 Bereavement support

Pupils and staff are grieving because of loss of friends or family	H	• The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary.	Y Y	• Staff and pupils that are grieving are provided with opportunities to have counselling and support. • School chaplain to offer some spiritual and emotional support to staff and pupils	M

6. Other considerations

6.1 CEV children

Pupils with underlying health issues are not identified and so measures have not been put in place to protect them	H	• CEV children and young people should attend their education setting unless they have been advised by their GP or clinician not to attend. • 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. • Schools have a regularly updated register of pupils with underlying health conditions.	Y Y Y	• Parents have made school aware of the children with underlying health issues • Information regarding pupils on medical register is updated	L

			Y		

6.2 Admitting children into school

Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	**H**	● Key messages in line with government guidance are reinforced and updated regularly via email, text, and the school's website.	Y	● Guidance shared with parents regularly	**L**
A parent wants a symptomatic pupil to attend school	**H**	● Communicate to parents and carers, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from infection with COVID-19. ● Parents and carers are aware the decision would be carefully considered in light of all the circumstances and current public health advice.	Y Y	● Guidance shared with parents regularly ● Parents and pupils are kept well informed of the school expectations and procedures following a symptomatic pupil	**L**

6.3 Attendance

Staff do not use the correct codes to record pupil absence	**H**	● School attendance is mandatory for all pupils of compulsory school age, and it is priority to ensure that as many children as possible regularly attend school. ● This is communicated and understood by parents and carers. ● Staff code absences appropriately. Further guidance about the use of codes is provided in the school attendance guidance. School attendance guidance (publishing.service.gov.uk)	Y Y Y	● All necessary guidance has been read and is understood	**L**

6.4 Travel and quarantine

Parents do not consider the possibility of quarantine when planning a holiday	**H**	Travel legislation is communicated in a timely and effective way to parents and carers to help them understand that: ● All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice. The Health Protection (Coronavirus, International Travel and Operator Liability) (England) Regulations 2021 (legislation.gov.uk) ● Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.	Y Y	● Guidance shared with parents regularly	**L**

6.5 Remote education

Staff and pupils cannot attend school as they have tested positive but are able to learn and work	**H**	● Support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. ● School understand their responsibilities set out in the remote education temporary continuity direction Remote Education Temporary Continuity Direction: explanatory note - GOV.UK (www.gov.uk) and provide remote education, as necessary. ● Revisit and refresh remote learning policy, as necessary. ● Schools should maintain their capacity to deliver high quality remote education for next academic year in case it is needed.	Y Y Y Y	● The remote learning policy has been shared with staff and is in place ● Staff that are isolating but well will be expected to deliver live lessons (as stated in the policy) in agreement with their SLT line managers and HoD ● HoDs will be asked to make any necessary arrangements for isolating staff members that are unwell and	**L**

		• The remote education provided should be equivalent in length to the core teaching pupils would receive in school. • Work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.	Y Y	unable to deliver live lessons (merge classes, teacher changes, set work, etc)	

6.6 Education recovery

Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	**H**	• Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address daps identified. • Exam syllabi are covered. • Plans for intervention are in place for those pupils who have fallen behind in their learning. • Staff are aware of information available in education recovery support	Y Y Y Y Y	• DIscussions and monitoring of work being set in lesson and online to ensure syllabi are covered is done regularly by the HOD and discussed with SLT link for quality assurance • HODs and PPLs to monitor pupils progress to identify those requiring intervention and/or additional support • Staff to be expected to upload all lessons and resources onto google classroom for pupils to reference and/or use if absent • HODs to ensure retrieval and interleaving of the core ideas and skills are well developed and mapped out in their curriculum • Additional training will be delivered by the T+L team	**L**

6.7 School workforce

Employees with additional risk factors and measures have not been put in place to protect them. **(Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)**	**H**	• Whilst clinically extremely vulnerable (CEV) people are no longer advised to shield, they are supported to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. • 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. • Employees have had discussions with their line managers and provided with clear guidance specific for their needs based on current government advice. • Those with heightened risk factors have had an individual risk assessment. Completed, records of these are kept and regularly updated. • Current government guidance is being applied. • Managers are clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors. The following are	Y Y Y Y Y Y	• School has records of staff with underlying health issues. • It is the staff members responsibility to inform a senior member of staff (line manager and/or SLT) if there have been any changes to their medical conditions or circumstances that puts them at an increased risk than previously stated • Guidance from DfE about definitions and strategies have been sent in daily updates from LA • 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**

		classed as additional risk factors; BAME, smoking, high blood pressure, obesity, age, disability, pregnancy ● Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor. ● All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the school's' risk assessment.	Y Y Y	● Risk Assessments for staff completed previously will be reviewed where necessary with a meeting to ascertain any changes to their conditions and/or medical status (e.g vaccine status) and general advice will be given on how these members of staff can reduce the chances of infection/transmission	
Staff are reluctant to end social distancing measures in the workplace	**H**	Managers should communicate that it is no longer necessary to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. Staff are encouraged to maintain social distancing where possible. The Health and Safety Executive (HSE) guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace, has been shared with staff.	Y Y Y Y	● Standard Operating Procedures have been written and shared with staff ● Staff have been advised, where possible, to maintain a minimum of 1m between themselves and others and to wear a mask if necessary when this cannot be achieved	**L**
Staff take up of the vaccine is low	**H**	● Managers are encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible, even during term time.	Y	● Opportunities for staff to be vaccinated are shared with those eligible ● Staff are encouraged to take up invitations to be vaccinated ● Staff are supported in taking part in the vaccination program	**L**
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	**H**	● Staff are encouraged to focus on their wellbeing. ● Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. ● Staff briefings and training have included content on wellbeing. ● Staff briefings/training on wellbeing are provided. ● Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme)	Y Y Y Y Y	● Staff have been signposted to resources to support mental health ● Staff have been encouraged to complete on-line training to support their mental health ● INSET time dedicated to staff well being ● School chaplain to offer some spiritual and emotional support to staff and pupils	**L**
Working from home can adversely affect mental health	**H**	● Staff working from home due to self-isolation have regular catchups with line managers. ● Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. ● Appropriate work plans have been agreed with support provided where necessary. ● Staff working from home may help provide remote learning for any pupils who need to stay at home.	Y Y Y Y	● HoDs to keep in regular contact with any members of their teams isolating for both well being and pupil work ● The school remote learning policy is in place and has been shared with staff ● Staff that are isolating but well will be expected to deliver live lessons (as stated in the policy) in agreement with their SLT line managers and HoD ● HoDs will be asked to make any necessary arrangements for isolating staff members that are unwell and	**L**

				unable to deliver live lessons (merge classes, teacher changes, set work, etc)	
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed	**H**	● The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ● Full use is made of those staff who are self-isolating but who are well enough to plan/prepare/teach lessons online. ● Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. ● Full use is made of testing to inform staff deployment. ● If any school has concerns about staffing capacity, then contact the LA or Trust Board	Y Y Y Y Y	● Staff audit of staff conditions has been carried out and assessed. ● Risk assessments undertaken with identified members of staff for their return to work if not done so already. ● TA timetables adapted to ensure school has sufficient 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 ● The school remote learning policy is in place and has been shared with staff ● Staff that are isolating but well will be expected to deliver live lessons (as stated in the policy) in agreement with their SLT line managers and HoD ● HoDs will be asked to make any necessary arrangements for isolating staff members that are unwell and unable to deliver live lessons (merge classes, teacher changes, set work, etc)	**L**

7. Additional site-specific issues and risks

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

Parent and pupil congregation at school entrances breaches social distancing measures and causes distress to local residents	**M**	● 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	Y Y Y	● SLT to monitor this on reopening ● Duty staff to monitor pupils behaviour, social distancing and any road traffic violations	**L**

8. Additional All Hallows mitigating measures

8.1   General additions

There is a positive case in school (pupil)	**H**	● Add to school 'isolating list' ● Inform members of staff of pupil isolating for remote learning ● Change attendance codes for the pupils isolation period	Y Y	● Complete a track and trace of close contacts using Class Charts and send an information letter to those identified to inform them that they have been in contact with a positive case and advise they get a PCR	**L**
There is a positive case in school (staff)	**H**	● Inform members of staff	Y	● Members of staff that consider themselves a 'close contact' should have a PCR (out of school hours) but continue to come to work unless displaying symptoms ● Upon receiving a negative PCR it is advised that staff continue to LFT every couple of days for at least 10 days whilst attending work	**L**
There is a positive case in your household (PCR or LFT) or a person in the household develops symptoms	**H**	● Those household members should ensure they are self-isolating when symptomatic or having tested positive ● Staff should ensure they are self-isolating unless you are fully vaccinated or under 18 and 6 months	Y Y	● All members of the household should have a PCR test following a member becoming symptomatic or having a positive LFT ● Upon receiving a negative PCR it is advised that staff continue to LFT every couple of days for at least 10 days whilst attending work ● If at any time staff during the 10 days from a household member falling ill a staff member becomes symptomatic then they should have another PCR and isolate until they receive the negative result	**L**

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