

# COVID-19: Operational risk assessment for Co-op Academy Woodlands January Review

*In-school trade union/staff representatives should be given the opportunity to input to the risk assessment process.*

Assessment conducted by:	Adele Clark	Job title:	Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	15.07.2020	Review interval:	6.1.21	Date of next review:	10.2.21

## Related documents

Trust documents:

[C-19 Portal](#)

Confederation of School Trust guidance:

[Flow chart in how to advise individuals \(children and adults\) and their households if they become unwell OR if they are sent home because they have been in contact with someone who is ill.](#) NB: This is not a substitute for reading the full government guidance.

Government guidance:

[Guidance for full opening of schools](#)

[Guidance for full opening of special schools and other specialist institutions](#)

[Guidance for further education and skills providers](#)

[Guidance for early years and childcare providers](#)

## Rationale

The DfE is asking schools (including academies) to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. It is clear that schools should not put in place rotas.

Our academies must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Consequently, academy leaders should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term albeit in a different format.

### Essential measures include:

- a requirement that people who are ill stay at home*
- robust hand and respiratory hygiene*
- enhanced cleaning arrangements*
- active engagement with NHS Test and Trace*
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.*

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible.

**The Confederation of School Trusts (CST)** has produced a decision making framework to reflect the [DfE guidance on the full opening of schools in the Autumn 2020](#). The framework outlines a series of strategic actions for academy leaders to take before decisions can be made about the full opening in September in the safest possible way and forms the basis of the revised risk assessment. It does not include all possible actions that could or should be taken in the specific context of your academy. It is, though, intended to be a strategic framework to guide decision-making. The strategic job now is to ensure a balance of risk – using the system of controls to prevent infection alongside ensuring pupils have a broad and ambitious curriculum.

CST will keep this framework up to date as the DfE publishes additional guidance.

The following scoring system will be applied to each risk, whereby the risk score represents the product of the impact score and the likelihood score.

Co-operative Academies Trust - Risk Matrix (5 x 5)						Risk Scoring					Issue / Event
IMPACT	Description	Score	Finance & Treasury			Trust Reporting : Board/ARC - <b>RED</b> ; ARC - <b>AMBER</b> (above dashed line)					
			Trust Level	Academy* Level 1	Academy* Level 2	5A	5B	5C	5D	5E	
5	<b>CRITICAL</b> (Reached risk limit, immediately compromises the 'ability/licence to operate'. Reportable to Board, Sponsor and ESFA)	≥£1.0m	≥£200k	≥£75k	5A (15)	5B (19)	5C (22)	5D (24)	5E (25)	Critical	
4	<b>SEVERE</b> (Approaching risk limit, could compromise the 'licence to operate' if not addressed. Reportable to Board, Sponsor and ESFA)	≥£650k and <£1.0m	≥£130k and <£200k	≥£75k and <£50k	4A (9)	4B (14)	4C (18)	4D (21)	4E (23)	Severe	
3	<b>MAJOR</b> (Outside of appetite but unlikely to compromise the 'licence to operate'. Reportable to Board and Sponsor)	≥£200k and <£650k	≥£40k and <£130k	≥£50k and <£25k	3A (7)	3B (11)	3C (13)	3D (17)	3E (20)	Major	
2	<b>MODERATE</b> (Some elements outside of appetite, but not entirely. Reportable to Board)	≥£50k and <£200k	≥£10k and <£40k	≥£5k and <£25k	2A (5)	2B (6)	2C (10)	2D (12)	2E (16)	Moderate	
1	<b>MINOR</b> (Within risk appetite. Managed locally via GB)	<£50k	<£10k	<£5k	1A (1)	1B (2)	1C (3)	1D (4)	1E (8)	Minor	
						<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
						<b>VERY UNLIKELY</b>	<b>UNLIKELY</b>	<b>POSSIBLE</b>	<b>PROBABLE</b>	<b>IMMINENT</b>	
						<10% in year	10-30% in year	31-50% in year	51-75% in year	>75% in year	
						May occur within next 10 years	May occur within next 5 years	May occur within next 3 years	May occur within the year	About to happen	
						<b>PROBABILITY / LIKELIHOOD SCALE</b>					

Academy\* Categorisation will be determined by the Board/ARC - Dependent on scale, size and complexity

CST has highlighted the Public Health System of nine Controls. We agree this system is the set of actions our academies MUST take, grouped into 'prevention' and 'response to any infection'.

There is a lot of detailed guidance about the system of controls including how to group children, measures within the classroom, measures elsewhere and measures for arriving at and leaving school. Academy leaders must work through the system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their academy, and allows them to deliver a broad and balanced curriculum. By following the guidance set out here, you will effectively reduce risks in the academy and create an inherently safer environment.

<p><b>A. Prevention</b></p>	<ol style="list-style-type: none"> <li>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>2) clean hands thoroughly more often than usual</li> <li>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>5) minimise contact between individuals and maintain social distancing wherever possible</li> <li>6) where necessary, wear appropriate personal protective equipment (PPE)</li> </ol> <p>Numbers 1 to 4 must be in place in all schools, all the time.            Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances (see further detail in the guidance)            Number 6 applies in specific circumstances</p>
<p><b>B. Response to any infection</b></p>	<ol style="list-style-type: none"> <li>7) engage with the NHS Test and Trace process</li> <li>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</li> <li>9) contain any outbreak by following local health protection team advice</li> </ol> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>



		<p>Any waste products used by staff or pupils that start to show symptoms whilst in school should be double bagged and kept (securely) for 72 hours before being disposed of via the usual waste route.</p> <p>Staff are to wash hands on entry to staff rooms, before and after preparing food and drinks, and before leaving.</p> <p>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</p> <p>Academy leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</p> <p>Academy has good ventilation, opened windows, for example.</p> <p>Cleaning regime ensures no build-up of dust or other agents which could trigger respiratory issues.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>All visitors are requested to wear a mask when entering the school building. This is for contractors.</p> <p>Visitors not allowed in the building during Spring lockdown.</p> <p>Staff working in close contact and within 2m with children need to wear a shield. This should not be longer than 15 minutes across the day</p> <p>(See September plans for more detail)</p> <p>Cleaning log to be completed daily by the relevant cleaner in each area. Log sheet to be completed by the cleaner.</p> <p>Extra cleaning at 10am and 1pm, cleaner to complete cleaning log of extra cleaning. This will be monitored by Dawn Rough. Log to be kept in main office.</p> <p>More detail in September plans</p> <p>Cleaning log to be completed daily by the relevant cleaner in each area.</p>	
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				Extra cleaning at 10am and 1pm, cleaner to complete cleaning log of extra cleaning. This will be monitored by Dawn Rough. Log to be kept in main office	
<b>1.2. Consultation has taken place with all staff and their representatives in line with HSE requirements</b>	Moderate 4C	<p><b>Staff Consultation 4/1/21</b></p> <p>Updates shared Wednesday 6<sup>th</sup> January from Spring lockdown Guidance. Plans and risk assessment shared with all staff</p> <p>Consultation took place on 17/7/20</p> <p><i>Note: consultation may take place on more than one occasion, as plans evolve.</i></p>	Y	<p>This risk assessment and academy plans has been shared with staff who have been asked to share comments or concerns</p> <p>Plans are shared before consultations to give staff time to reflect and bring up issues/concerns during the consultation meeting. This is due to no union reps in school</p>	Minor 2B
<b>1.3. Statutory site checks have been carried out as required (<a href="#">DfE guidance here</a>. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>)</b>	Severe 4D	<p>Fire risk assessments have been reviewed and, if needed, revised.</p> <p>Unnecessary furniture removed.</p> <p>One way system implemented (inc markings).</p> <p>Demarcate playground space.</p> <p>Demarcating staff rooms.</p> <p>Review access to print rooms/photocopiers.</p> <p>Reduce occupancy for lifts.</p> <p>Windows opened where possible.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>NA</p> <p>Y</p>	<p>In place for September 2020 and staff will be updated on procedures as part of training on the 2 training days</p> <p><b>Fire drill Autumn term.</b></p> <p><b>Fire drill planned for Spring term 21</b></p> <p>Staff Room: 2 identified. EY and KS1 will use <b>ICT room</b>, KS2 and admin staff to use the main staff room. Due to staggered lunch- and playtimes, not all staff will be</p>	Moderate 3B

		<p>Non-fire doors propped open.</p> <p>Outdoor play equipment thoroughly cleaned.</p> <p>Removal of soft furnishings and soft toys.</p> <p>Where multiple staff occupy a single office, consider:          -working back-to-back          -installing screens between workstations          -developing a rota so that staff don't have to work together          -prohibiting shared workstations if robust cleaning cannot be ensured between users.</p> <p>Complete and display the Covid-19 Secure posters.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>in their designated staff room at the same time.</p> <p>Staff to wear a mask in communal areas</p> <p>Staff are encouraged to have their lunches in their intervention rooms to minimise cross contamination</p> <p>Each year group bubble to have their own bag of playground equipment for use, clearly labelled. Equipment will still be cleaned after use.</p> <p>See plans</p>	
<p><b>1.4. Cleaning has been undertaken using <a href="#">guidance on cleaning non-health care settings</a></b></p>	<p>Severe 4D</p>	<p><b>Equipment</b>          Personal items, such as pens and pencils, are recommended to remain individual.</p> <p>Classroom resources can be used freely within the bubble/group, but subject to regular cleaning.</p> <p>Resources shared between groups will require frequent meticulous cleaning and always before being used by another group, or quarantined for 48 hours between use (72 hours for plastic items).</p> <p>Outdoor play equipment cleaned more regularly (refer to the previous point).</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Individual zipper bags for each child, clearly labelled.</p> <p>PE/ Play equipment: Each bubble has a marked, prepared bag which will only be used by them. Will be cleaned after use. See previous point</p> <p>As part of guidance to parents and children, children will not be allowed to</p>	<p>Moderate 4C</p>

		<p>Pupils should limit the amount of equipment they bring to school and not share with other pupils.</p> <p>Resources can be taken home where it contributes to education and development and subject to the same rules re cleaning and rotation as above.</p> <p>PE equipment cleaned after use and before storing.</p> <p><b>General</b> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</p> <p>Cleaning is carried out using standard cleaning chemicals/disinfectant and/or antiviral wipes and sprays.</p> <p>Consider having a dedicated provision of cleaning products in each classroom/work area in use containing hand sanitisers, antiviral wipes/sprays, paper towels, soap, tissues, for example in a container so it is easy to pick up and move around the space as required. These should be stored out of reach of pupils.</p> <p>Cleaning is prioritised to cover regularly touched surfaces, for example door handles, tables, chairs, toilets, wash basins etc and should be done with hot soapy water and disinfectant.</p> <p>Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</p> <p>Shared materials and surfaces should be cleaned and disinfected more frequently.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>bring equipment to school from home.</p> <p>IT equipment for home use is allocated to individuals</p> <p>Devices are cleaned with a sanitising wipe before using it in school</p> <p>All staff to be out of the building at <del>5pm</del> 4.15pm to ensure class spaces can be cleaned thoroughly.</p> <p>Nursery open for all children for their normal hours. Split groups, as normal practice. 1 group on Mon-Tuesday am, and a second group Wed pm to Friday.</p> <p>Cleaner on site to clean the area thoroughly before the arrival of the second group. Some of the resources removed so that it can be fogged at the end of the day and the solution will have the time to function as it should (most effective when allowed to stand on furniture and resources over 4 hours)</p> <p>Each class to have:</p>	
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				<ul style="list-style-type: none"> <li>● Hand sanitisers</li> <li>● Anti-bacterial wipes</li> <li>● Blue paper towels</li> <li>● Tissues</li> </ul> <p>This will be checked by office by senior office administrator daily to ensure restocking where necessary</p> <p>Extra hand sanitiser stations in identified areas:</p> <ul style="list-style-type: none"> <li>● Community room</li> <li>● Year 6 corridor</li> <li>● KS1 and 2 Library</li> <li>● Main entrance</li> <li>● Nursery</li> </ul> <p>Cleaner on site for an additional morning and afternoon slot</p> <p>Part of preparing children/training to clean areas before and after break times</p>	
<p><b>1.5. Arrangements to ensure good ventilation are in place. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus</a></b></p>	<p>Severe</p> <p>4D</p>	<p>Windows opened.</p> <p>Contact the air conditioning engineer for advice.</p> <p>Ensure all services remain at normal settings in your server room. Risk assessment for staff who have access to server rooms must be in place</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Datacable contacted to add to their risk assessment for staff working on site</p> <p>Door to remain open to the</p>	<p>Moderate</p> <p>4C</p>

<p><a href="#">outbreak</a></p>				<p>IT office for ventilation.</p> <p>All air conditioning units serviced and filters changed in September</p>	
<p><b>1.6. Agreed policy and procedures are in place should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (use DfE guidance on the system of controls, response to any infection points 7-9 and guidance on testing)</b></p>	<p>Severe 4D</p>	<p>The flowchart outlines the following steps:</p> <ul style="list-style-type: none"> <li><b>Pupil displays symptoms:</b> Teacher sends pupil to medical room, informs Academy Leadership Team, and arranges for pickup and supervision.</li> <li><b>Teacher/Associate staff member displays symptoms:</b> Staff member informs Academy Leadership Team and leaves premises.</li> <li><b>Notification:</b> Symptomatic individuals are notified by the Academy Leadership Team to self-isolate for 10 days and have household members self-isolate.</li> <li><b>Containment:</b> Class group is moved to an alternative location; other areas are closed and cleaned.</li> <li><b>Testing:</b> Symptomatic pupil is tested. Results are reported to the Principal.</li> <li><b>Outcomes:</b> <ul style="list-style-type: none"> <li><b>If test is negative:</b> Symptomatic individuals can return to school; household members can stop self-isolating.</li> <li><b>If test is positive:</b> Other pupils and staff in the class group are notified. Symptomatic individuals are sent home and self-isolate for 10 days. Return to school after 10 days if not symptomatic.</li> </ul> </li> <li><b>Academy Closure:</b> If advised by The Trust, Local Authority, or Public Health England, the Principal will close the academy. Communication is sent via SMS and website during school hours.</li> </ul>	<p>Y</p> <p>Y</p>	<p>This diagram is also to be displayed in common staff areas as a reminder.</p> <p>From the diagram, self isolation is <u>10 days</u> from offset of symptoms or if isolating due to a member of the household testing positive. This applies to both children and staff in school</p> <p>Any child or adult displaying signs of COVID19 will be removed from their 'bubble' with immediate effect; The child will be escorted by a member of staff to the community room, via the outside of the school. They need to enter the community room from the entrance on the outside. They are not to go through the main area in the community room as this will be a teaching space. This room will be screened</p>	<p>Moderate 3B</p>

		<p><b>A child or adult awaiting collection:</b></p> <ul style="list-style-type: none"> <li>- to be moved to a place where they can be isolated and, depending on the age and needs of the child, with appropriate adult supervision if required</li> <li>- for a window to be opened for ventilation</li> <li>- if it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people.</li> <li>- arrangements are in place to allow a child or adult needing to go to the bathroom while waiting to be collected to use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else</li> <li>- PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>- ensure any members of staff who have helped someone with symptoms and any pupils who have been in close contact go home to self-isolate if they develop symptoms themselves or they have been requested to do so by NHS Test and Trace.</li> </ul> <p><b>Relating to pupils</b></p> <p>Close bubbles/send staff home who have been in contact with a pupil who tests positive.</p> <p>A pupil with symptoms of Covid-19 should not attend school for 7 days and is expected to undertake a test under the NHS Test and Trace programme.</p> <p>The pupil/parents are instructed to notify the academy immediately if a positive result is obtained.</p> <p>To support the testing process, the academy has been provided with a supply of home testing kits.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>off from where children will sit waiting for a parent to come and pick them up. More than 2m+ distance will be maintained at all times. where they will be socially distanced from members of staff and children until their parents can come and collect them from the premises;</p> <p>Parents will be required to collect their child/children from school at the earliest possible opportunity; For staff, they will need to notify SLT if they suspect they have symptoms and wait in the community room if they need collection, ensure you enter the community room via the outside and not through the main part of the community room. If they are able to drive home safely, they should go home after notifying SLT</p> <p>Back part of the community room to be cordoned off.</p> <p>Toilet in community room and can be locked until cleaned as per guidance.</p>	
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		<p>Where a positive result is obtained, the school will contact the local Health Protection Team for advice on any further action required.</p> <p>A negative result means the pupil can return to the academy.</p> <p>Where a pupil indicates an individual in their household is unwell with symptoms compatible with Covid-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the pupil can return to the academy if they do not have any COVID-19 related symptoms.</p> <p><b>Relating to staff</b> Any staff not required in the academy and can continue to work from home will continue to do so.</p> <p>Check in on health of all staff weekly (are you unwell, is anyone in your household unwell)</p> <p>Close bubbles/send staff home who have been in contact with someone who tests positive.</p> <p>Any staff member with symptoms of COVID-19 is sent home to self-isolate for 7 days and instructed to undertake a COVID-19 test. Their household members are required to self-isolate for 14 days. To support the testing process, the academy has been provided with a supply of home testing kits.</p> <p>If the test is positive:</p> <ul style="list-style-type: none"> <li>- the staff member remains off for 7 days from the onset of symptoms and after that they can return if they feel well enough. They can return if a cough or anosmia persist beyond this time</li> <li>- the staff member must engage with the NHS Test and Trace programme</li> <li>- the staff member must notify the school immediately</li> </ul>	<p>Y</p>	<p>PPE equipment available in clear plastic bag in area</p> <p>Internal tracking system in place to keep track of adults working with children from outside agencies as well as with intervention teachers.</p> <p>School to contact DFE helpline and follow guidance. School to report positive cases to the Trust and the Local Authority</p>	
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		<ul style="list-style-type: none"> <li>- the academy contacts its local Health Protection Team for advice on any further action required in the academy</li> <li>- academy leaders will review the case to establish if it was likely that the infection was contracted as a result of occupational exposure. Consider a RIDDOR report where applicable.</li> </ul> <p>If the test is returned negative the staff member can return to school when they feel well enough to do so.</p> <p>Where a staff member indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the staff member can return to school if they do not have any COVID-19 related symptoms.</p> <p><i>Note: the Trust has produced additional guidance for academies on Getting Tested (available on the <a href="#">C19 Portal</a>)</i></p> <p><b>Relating to visitors</b> All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon.</p> <p>Details of academy procedures communicated to all visitors before they come to site.</p> <p>Parents advised to drop children off alone, for example not to come with partners or family.</p> <p>Contractors attending while the academy is operational to be notified that the academy is operational and their access requirements reviewed on a case by case basis.</p>	<p>Y</p>	<p>All Clinically extremely vulnerable, clinically vulnerable and BAME staff to have individual risk assessments in place. This should be reviewed half termly or as circumstances change.</p> <p>CEV people are shielding and working from home.</p> <p>CV people with shielding letters in school after risk assessment and after speaking to GP (31st March)</p> <p>Information leaflet to be handed to all visitors.</p> <p>Screening checklist for all visitors to fill in. Names will also be added on internal track and trace spreadsheet to keep record of contact</p> <p>All visits to academy to be</p>	
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				<p>pre-arranged, no meetings to take place unless it is scheduled with the individual Will be part of information pack given to parents</p> <p>All visitors to wear a mask when in the school building</p>	
<p><b>1.7. The Business Continuity Plan is revised to show there is a critical path decision making process/ contingency plan in case of the need for further closures, or scaling back operations, to address local infections (local lockdown guidance can be found <a href="#">here</a>)</b></p>	<p>Severe 4D</p>	<p>Business Continuity Plan updated on 14/07/20 and discussed with the Chief Education Officer and Chair of Governors.</p>	<p>Y</p>	<p>Link to the academy's Business Continuity and Re-opening Plans Business continuity plan remains relevant only minor change relating 5.3 and consideration of group sizes amended to include 'smaller' group sizes</p> <hr/> <p>Using different ways of working to allow for reduced workforce, this may include:</p> <ul style="list-style-type: none"> <li>• Larger class sizes (subject to adult and child ratios)</li> <li>• Use of Teaching Assistants, Student Teachers, Learning Mentors etc</li> <li>• Pre-prepared educational materials that allow for independent learning</li> <li>• Team activities and sports to accommodate larger numbers of pupils at once</li> </ul>	<p>Moderate 3B</p>

<p><b>1.8. Transport-related health and safety risks have been assessed with detail how these can be mitigated</b></p>	<p>Severe 4D</p>	<p><b>Dedicated school transport</b> It is not public transport and so 2m or 1m+ social distance won't apply in Autumn.</p> <p>Maintain groups where possible. If not possible, consider some form of distancing and/or perhaps the wearing of face coverings (though younger children may have difficulty with this).</p> <p>DfE to publish further guidance.</p> <p><b>Public transport</b> Take steps to depress demand at peak times (Stagger start/finish times).</p> <p>Promote walking/cycling to school if possible.</p> <p>Face coverings are required on public transport for all over 11 year olds.</p> <p>A plan is in place to manage the safe arrival of these students, including the safe removal, and disposal, of face coverings before entering the building.</p>	<p>NA</p> <p>NA</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>3 members of staff making use of public transport. Advised to travel during non-peak times. Further guidance on wearing a mask and to maintain social distancing when on the bus.</p>	<p>Moderate 4C</p>
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**Focus area: Pupils and parents**

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<p><b>2.1. Parental confidence has</b></p>	<p>Moderate</p>	<p>Communication strategies for parents, including those new to the academy in September 2020, are in place. These include social</p>	<p>Y</p>	<p>On the website, parents/carers can</p>	<p>Minor</p>

<p><b>been assessed and processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year</b></p>	<p>3C</p>	<p>media communication tools.</p> <p>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 academy.</p> <p>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations, including good pupil attendance, on a regular basis using a range of communication tools.</p> <p>Academy leaders have taken into account the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>communicate to teachers. Also contact information of DSL and Head shared with parents at start of holiday.</p> <p>Shared diagram on what to do if there is a suspected case of COVID19</p> <p>Parents have been given a broad outline of plans in July More detailed guidance was communicated in the first week in September and is also on the website. Attendance follow-up calls, cluster involvement, home visits and caseloads resume as per normal practice</p> <p>Regular updates via letters, social media and school texts.</p> <p>Remote learning for children who tested positive or who are isolating in place since October</p> <p>Lockdown arrangements as well as remote learning expectations communicated to parents at the start of Spring lockdown.</p>	<p>2B</p>
<p><b>2.2. Appropriate support and</b></p>	<p>Moderate</p>	<p>Consideration has been given to the needs of pupils with SEND (whether with education, health and care plans or on SEN</p>	<p>Y</p>	<p>SENDco has been in touch</p>	<p>Moderate</p>

<p><b>arrangements are in place for pupils with EHC plans</b></p>	<p>4C</p>	<p>support) to identify what specific help and preparation will be needed.</p> <p>Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>All pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the academy has organised access to remote education.</p> <p>Leaders recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum.</p> <p>Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>with pupils throughout this period and will support children back into school</p> <p>Catch-up plans and interventions are in place on whole school level.</p> <p>All SEN interventions in place and fully operational. Use of devices to support interventions where appropriate.</p> <p>NTP in place for identified groups in year groups</p> <p>SHINE interventions based on Autumn assessments operational from 8th March</p> <p>Intervention areas set up to support interventions</p> <p>Intervention teacher to support ctch-up learning in year 3-5.</p> <p>KS to support catch-up learning and interventions in year 1 to 2</p> <p>Reading interventions in year 1-2 in place.</p>	<p>3B</p>
<p><b>2.3. Pupils most at risk of</b></p>	<p>Moderate</p>	<p>Consideration has been given to the needs of disadvantaged and vulnerable pupils to identify what specific help and preparation will</p>	<p>Y</p>		<p>Moderate</p>

<p><b>disengagement/ most in need of additional support are identified and support is in place</b></p>	<p>4C</p>	<p>be needed.</p> <p>All pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the academy has organised access to remote education.</p>	<p>Y</p> <p>Not yet</p>	<p>Additional teaching capacity included in 20/21 budget to provide bespoke catch-up intervention. Teachers will also use SHINE package to help identify learning gaps and create specific learning programmes to fill gaps.</p> <p>Interventions will be delivered remotely if the child is not in school where possible and appropriate. This will be via recorded lessons or 1 to 1 where appropriate.</p> <p>Home learning devices form part of blended learning in school. Devices available for all pupils from Y2 to Y6. Home learning Protocol in place and implemented in October. Compliance by staff are monitored by SLT</p>	<p>3B</p>
<p><b>2.4. An audit of wider family services supporting mental health, bereavement, domestic violence etc has been undertaken in order to be able to signpost/refer families where</b></p>	<p>Moderate 3C</p>	<p>Reference has been made to Public Health England <a href="#">guidance on supporting children and young people's mental health</a>, <a href="#">Every Mind Matters</a> and <a href="#">advice for groups with specific mental health needs</a></p>	<p>Y</p>	<p>Pastoral teams have been in contact with families through Covid 19 and will continue to do so with the goal of supporting all pupils back into school.</p> <p>The academy will have a 'orientation program' in place for the first 3 days back in school. This is to situate</p>	<p>Minor 2B</p>

required				children in their learning, address mental health and to do training around hygiene and keeping things clean and safe for all.	
<b>Post-16:</b> <b>2.5 Travelling to/from the setting increases risk of transmission</b>		<p>Consider, and adapt plans regarding:</p> <ul style="list-style-type: none"> <li>• how many learners in the eligible cohorts will be travelling at the same time</li> <li>• how those learners are likely to travel</li> <li>• the likelihood of learners mixing with each other and coming into contact with other people on the journey to and from education settings</li> </ul> <p>And stagger times accordingly</p>	NA		
<b>Focus area: Workforce and HR</b>					
<b>Key aspect</b>	<b>Risk rating before action</b>	<b>Example control measures/ considerations</b>	<b>In place Yes or No or NA</b>	<b>Further actions/controls/responses to reduce the risk</b>	<b>Residual risk</b>
<b>3.1. A review has been carried out of the academy's workforce audit</b>	Moderate 4C	<p>The clinically extremely vulnerable list will be paused on 1 August 2020. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work.</p> <p>Assess how many staff remain in this much smaller group and the impact on the workforce.</p> <p>Individual risk assessments have been completed/reviewed for extremely clinically vulnerable, and clinically vulnerable, colleagues in context of autumn term working arrangements.</p>	Y  Y  Y	All staff willing/able to return to work. 1 Member of staff will be returning on a phased return. Individual risk assessments in place and completed for returning staff and BAME staff.	Minor 2B

				<p>All staff have visited the academy prior to summer holidays and support agreed.</p> <p>Individual risk assessments reviewed in October, next review in January 21</p> <p>1 CEV shielding and working from home.</p> <p>Extra request for individual risk assessment, CV</p>	
<b>3.3. An assessment has been made of how many staff may be at increased risk due to protected characteristics and disparities in outcomes</b>	Moderate 4C	Use an Equalities Impact Assessment. As a result academy leaders know how staff will be deployed.	N	Awaiting Trust response	Minor 2B
<b>3.4. Academy leaders have considered longer assignments with supply teachers</b>	Moderate 2C	If applicable, leaders have agreed a minimum number of hours across the academic year.	Y	Internal staff to be used for cover in the first instance.	Minor 2B
<b>3.5. Is staff training required prior to the full return of pupils in September?</b>	Moderate 4C	Staff training organised for 07.09.20 and 08.09.2020	Y		Minor 2B

<b>3.6 Arrangements for staff wellbeing are in place</b>	Moderate 3C	Staff are encouraged to focus on their wellbeing.	Y	Well-being survey in October.  Another in school well-being survey to be completed at end of January 21  Weekly briefings for all staff  Clear expectations of staff working from home shared and in place.	Minor 2B
		Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y		
		Staff briefings and training have included content on wellbeing.	Y		
		Staff working from home due to self-isolation have regular catch-ups with line managers.	Y		
		Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.	Y		
		Appropriate work plans have been agreed with support provided where necessary.	Y		
		Staff working from home may help provide remote learning for any pupils who need to stay at home.	Y		
		Consider whether additional PPA time may be needed on staffing rotas to support any pupils' remote learning from home.	Y		
		Designated safeguarding leads (and deputies) are provided with time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate	Y		
Plans in place to share contact details for new Employee Assistance Programme (Bupa) to all staff (including those not in school) at the start of term.	Y				

**Focus area: Curriculum and timetabling**

Key aspect	Risk rating	Example control measures/ considerations	In place	Further actions/controls/responses	Residual risk
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	before action		Yes or No or NA	to reduce the risk	
<b>4.1. Academy leaders have plans in place for identifying the most important missed knowledge and how this will be covered, within a broad curriculum in all subjects</b>	Moderate 4C	All pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.	Y	Additional teaching capacity included in 20/21 budget to provide bespoke catch-up intervention. Teachers will also use SHINE package to help identify learning gaps and create specific learning programmes to fill gaps.	Moderate 3C
<b>4.2. Academy leaders have ensured the curriculum remains broad and ambitious and that all pupils continue to be taught a wide range of subjects</b>	Moderate 4C	<p>Discussions with Chief Education Officers, and Trust Subject Directors, confirm this.</p> <p>Leaders recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum.</p> <p>Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.</p> <p>A plan is in place highlighting how the academy will maintain the curriculum through home learning if bubbles have to be sent home.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Remote learning protocol in place and shared with parents. On website specifying lessons which includes English, maths science and topic work</p> <p>Unless class teacher is ill, they will be responsible for remote learning if their bubble has to isolate.</p>	Moderate 3B
<b>4.3. A staffing plan</b>		Academies to do all they can to minimise contacts and mixing	Y		

<p><b>and timetable is in place, including any special arrangements where necessary and practicable, for example staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements</b></p>	<p>Moderate</p> <p>4C</p>	<p>while still delivering the curriculum.</p>			<p>Moderate</p> <p>3B</p> <p>Staggered start and departure times. To be considered in these times are families with more than 1 child. Arrival and departure times are 5 minutes, this will be managed by SLT. The time will be adequate to move children through, multiple hand sanitiser stations before entering the gate to maintain good movement. All teachers ready to receive children from 8.45 in order to allow for multiple siblings to be dropped off using the one-way system.</p>
		<p>Desks/tables forward facing in Key Stages 2-5.</p>	Y		
		<p>Assemblies - one group at a time, in classes or virtual.</p>	Y		
		<p>Staggered start and/or end of day without reducing teaching time</p>	Y		
		<p>Staggered break and lunchtimes.</p>	Y		
		<p>Blended approach likely in all settings.</p>	Y		
		<p>Focus likely to be on groups for younger children, and distancing for older children.</p>	Y		
		<p>KS4 and KS5 – likely whole year ‘groups’. If possible to make smaller groups within while still delivering the curriculum, this should be done.</p>	NA		
		<p>KS3 and below, smaller groups, for example full class would be beneficial but not mandatory.</p>	NA		
		<p>Early years settings no longer have limits on group size (from 20 July).</p>	Y		
		<p>Keep groups apart as much as possible.</p>	Y		
		<p>In shared environments/equipment increase cleaning frequencies.</p>	Y		
		<p>Older children (KS4 and KS5) to keep distance in their groups.</p>	NA		
<p>Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted. The larger the group, the more robust the other controls need to be.</p>	NA				
<p>No expectation that young children distance within their groups.</p>	Y				
<p>Siblings can be in different groups.</p>	Y				

		<p>All staff can operate across multiple classes and year groups but should practise distancing, and 2m where possible.</p> <p>To enable the tracing process to be work effectively, academies will need to keep a comprehensive record of group/bubble composition and records of any close contact that takes place between children and staff in different groups. Close contact is defined as:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> <li>• identification of which group an individual is part of so that breaches of these groups can be identified.</li> </ul> <p>Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff, for example therapists work as normal.</p> <p>Dual registered children can attend, but the two settings should liaise to agree controls.</p> <p>Science, DT, PE:</p> <ul style="list-style-type: none"> <li>• subject leads have reviewed their risk assessments for the planned activities and updated accordingly</li> <li>• reference has been made to specialist advisory bodies for latest guidance on required controls. (CLEAPSS, AfPE).</li> </ul> <p>Consideration has been given to the availability of support staff, for example technicians and the capability of practical lessons to be delivered while maintaining social distancing.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>NA</p>	<p>Internal tracking system using google sheets. Monitored by SLT</p> <p>See previous point</p> <p>Wherever possible PE sessions will be outdoors</p> <p>After school clubs to start</p>	
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		<p>No education visits permitted during Autumn term 2020.</p> <p>Extra-curricular provision subject to specific risk assessment developed with reference to DFE <a href="#">Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a></p>	<p>Y</p> <p>N</p>	<p><a href="#">week beginning 15th March 2021</a></p> <p>After school clubs will be offered for children from the same bubble, maximum of 12 children in the after school club.</p>	
<p><b>4.4. A plan is in place for spending the academy's allocation of tuition funding and ensure curriculum alignment and relevant training is in place (Education Endowment Foundation guidance can be found <a href="#">here</a>)</b></p>	<p>Moderate</p> <p>4C</p>	<p>Pupils most at need are identified.</p> <p>Covid 19 catch up plans are written and funding used for the purpose intended. Plans shared with the Chief Education Officer and the LGB in the autumn term.</p>	<p>Not yet</p>	<p>Link to academy COVID-19 funding plans to be inserted here</p> <p>Will be done in September for first governors meeting</p>	<p>Minor</p> <p>2B</p>
<p><b>4.5. Plans are in place outlining how remote education will be offered where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown</b></p>	<p>Moderate</p> <p>4C</p>	<p>Consideration has been given to:</p> <ul style="list-style-type: none"> <li>• <i>online learning resources <a href="#">here</a></i></li> <li>• <i>Oak National Academy <a href="#">here</a></i></li> <li>• <i>technology support <a href="#">here</a></i></li> <li>• <i>guidance for parents on supporting home learning <a href="#">here</a></i></li> <li>• <i>guidance for parents of children with SEND to support home learning <a href="#">here</a></i></li> <li>• <i>EEF best evidence in remote learning <a href="#">here</a> plus: <a href="#">summary</a> of findings and a <a href="#">toolkit</a> to support home learning</i></li> <li>• <i>DfE case studies using various methods to <a href="#">adapt the curriculum for remote education</a> to best meet the needs of pupils and <a href="#">adapt teaching practice for remote education</a> and <a href="#">keep pupils engaged</a></i></li> </ul>	<p>Y</p>	<p><a href="#">Home learning protocol in place and in operation. This is monitored by SLT.</a></p> <p>Unless class teacher is ill, they will be responsible for remote learning if their bubble has to isolate. If class teacher is ill, intervention staff will carry out this role</p>	<p>Minor</p> <p>2B</p>

<b>4.6. The approach to physical activity within the school day has been reviewed</b>	Moderate 3C	<p>Pupils remain in consistent groups where possible.</p> <p>Sports equipment is thoroughly cleaned between each use.</p> <p>Contact sports are avoided and outdoor sports are prioritised where possible, and large indoor spaces used where not, maximising distancing between pupils.</p> <p>Cleaning and hygiene are given high priority.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	Each Bubble will have their own sports equipment bag to reduce risk of cross contamination. Will be cleaned after use.	Minor 2B
<b>4.7. Before and after-school provision has been reviewed</b>	Moderate 4C	<p>Consideration has been given whether/ how to restart these in the autumn term.</p> <p>Where parents are using external providers, the academy has a plan in place to consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</p> <p>Extra-curricular provision subject to specific risk assessment developed with reference to DFE Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Initially breakfast club will not be offered however provision will be made within bubbles for children of working parents. All pupils will receive bagel breakfast in-class</p> <p>All pupils will receive bagel breakfast in-class</p> <p>After school clubs will be offered within bubbles ie one bubble per day, 15 children maximum in club</p>	Minor 2B
<b>Post-16:</b> <b>4.8 Travel to the setting poses a significant barrier to attendance</b>		<p>Consider the extent to which learning can take place remotely as a new model of delivery</p> <p>Use the <a href="#">ETF webinars</a> for FE providers on how to make the most of online learning</p>	NA		
<b>Post-16:</b>		Reduce the quantity of time on work placements			

4.9 Work placements would present a barrier, rather than augment, curriculum learning via lost time			NA		
<b>Focus area: Policy and procedure</b>					
Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
5.1. Before September 2020 key policies and procedures at least are reviewed and any addendums amended or removed	Severe  4D	The following have been considered, and where changes made, shared: <ul style="list-style-type: none"> <li>- Health and safety</li> <li>- Child protection and safeguarding (safeguarding and remote education <a href="#">here</a>)</li> <li>- Attendance</li> <li>- Behaviour</li> <li>- Exclusions</li> <li>- Pastoral/Welfare</li> <li>- Restraint</li> </ul>	Not yet	Formal amendments being written and will be completed prior to opening <b>Amendments completed and shared with staff</b>  <b>Individual risk assessments and/or curriculum plans for more complex children in place and shared</b>	Moderate  3B
5.2. Academy leaders have considered whether enhanced safeguarding and welfare provision	Moderate  4C	Trust safeguarding policies and procedures are followed.  Identify a safe space in the school for children to go during this time should they need to speak with someone or they are in crisis.	Y  Y	SENCO's office, inclusion worker and SENCO share this space.	Moderate  3B

needs to be put in place, including planning for the potential increase in disclosures and welfare needs including mental health		Dedicated time for DSL's to fulfill their role in September when children return to school and safeguarding concerns may increase.  Providing staff time to reflect on their safeguarding responsibilities and the possible safeguarding issues children may have been exposed to during this time	Y  Y		
5.3. Procedures for fire drills have been amended as appropriate	Critical 5C	Reviewed and shared 7th and 8th September	Not yet	Will be completed by 07.09.2020	Moderate 3B
5.4. Other academy-based policies and procedures reviewed and amended as applicable	Moderate 4C	List policies and procedures reviewed/amended here. Where amendments are made these are shared as appropriate.	Not yet	Link to academy opening plan here for example  See 5.1	Moderate 3B

### Focus area: School kitchens, supply chains and contracts

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
6.1. Plans are in place to reopen school kitchens	Moderate 4C	Plans are in place and comply with the <a href="#">guidance for food businesses</a> on COVID-19.	Y	Woodlands will provide hot grab bags for first few weeks with a view to moving to full	Moderate 3B

				<p>kitchen services.</p> <p>School is now providing hot meals which are delivered to class.</p> <p>Social distancing rules apply when collecting/delivering food to classes.</p> <p>Ensure when children are isolating and they are FSM that they are provided for via hampers from the kitchen.</p> <p>Risk assessment in place for use of kitchen in light of Covid-19</p>	
<p><b>6.2. Catering and/or cleaning contracts reviewed and amended as applicable, including bringing staff out of furlough where necessary if this has not already been done</b></p>	<p>Moderate 4C</p>	<p>Catering and/or cleaning contracts reviewed and amended as applicable, including bringing staff out of furlough where necessary if this has not already been done.</p> <p>Additional resource negotiated if applicable.</p> <p>Engagement with professional associations/trade unions on arrangements, including sharing risk assessments.</p>	<p>NA</p> <p>Y</p> <p>Y</p>		<p>Minor 2B</p>
<p><b>6.3. Supply chains reactivated</b></p>	<p>Moderate 3C</p>	<p>Supply chains are reactivated.</p>	<p>NA</p>		<p>Minor 1B</p>

<b>6.4. There is free school meals provision over the summer</b>	Moderate 4C	Co-op and national voucher schemes in operation.	Y	Co-op vouchers will continue Magic Breakfast will continue to deliver breakfast stuff over the summer via Amazon.	Minor 1A
<b>6.5. Suppliers know and understand the system of controls and hygiene arrangements</b>	Moderate 3C	Suppliers have their own agreed risk assessments, which have been shared.	Y		Minor
		Suppliers follow academy rules re: distancing and hygiene as above.	Y		2B
<b>6.6. There is an agreed approach to any scheduled or ongoing building works in relation to safety</b>	Moderate 3C	Contractors have their own agreed risk assessments.	NA	No building work over summer.	Minor
		Contractors follow academy rules re: distancing and hygiene as above.	NA	Where maintenance work needs to be completed in offices/classrooms, this will be done outside of school hours and contractors are required to wear masks at all times.	2B

### Focus area: Communications

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<b>7.1. There are planned and agreed communications to staff, including but not limited to:</b>	Moderate 3C	See: <input type="checkbox"/> 1.1. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently <input type="checkbox"/> 1.2. Consultation has taken place with all staff and their representatives in line with HSE requirements	Y  Y		Minor  2B

<p><b>-arrangements for keeping staff and pupils safe</b>  <b>- staff deployment and attendance expectations</b>  <b>- curriculum and timetabling</b>  <b>- workload and wellbeing</b>  <b>- training</b></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> 1.6. Agreed policy and procedures are in place should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site</li> <li><input type="checkbox"/> 3.5 Staff training organised</li> <li><input type="checkbox"/> 4.2 A plan is in place highlighting how the academy will maintain the curriculum through home learning if bubbles have to be sent home</li> <li><input type="checkbox"/> 4.5 Plans are in place outlining how remote education will be offered where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown</li> <li><input type="checkbox"/> 5.1 Before September 2020 key policies and procedures at least are reviewed and any addendums amended or removed</li> <li><input type="checkbox"/> 5.3 Procedures for fire drills have been amended as appropriate</li> <li><input type="checkbox"/> 5.4. Other academy-based policies and procedures reviewed and amended as applicable</li> <li><input type="checkbox"/> 6.2. Catering and/or cleaning contracts reviewed and amended as applicable, including bringing staff out of furlough where necessary if this has not already been done</li> <li><input type="checkbox"/> 6.5. Suppliers know and understand the system of controls and hygiene arrangements</li> </ul>	<p>Y</p>	<p>This risk assessment and plans will be shared and consulted with staff on 17/07/20</p> <p>Final versions will be shared with staff and will be discussed in full on inset days 7<sup>th</sup> and 8<sup>th</sup> September</p> <p>Reviewed and shared 4/1/21</p> <p>Reviewed and shared 6/1/21</p> <p>Reviewed and share week beginning 1st March 2021</p>	
<p><b>7.2. There are planned and agreed communications to parents/carers, including but not limited to:</b>  <b>-attendance expectations</b>  <b>-uniform expectations</b>  <b>-the curriculum</b></p>	<p>Moderate</p> <p>3C</p>	<p>See:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently</li> <li><input type="checkbox"/> 1.6. Agreed policy and procedures are in place should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site</li> <li><input type="checkbox"/> 2.1 Parental confidence has been assessed and processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Brief info sent to parents at end of summer term. Full procedures will be shared</p>	<p>Minor</p> <p>2B</p>

<p><b>-transport -dropping off and picking up -parents/ carers visiting the school</b></p>		<p>year</p> <ul style="list-style-type: none"> <li>❑ 2.2 Leaders recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum</li> <li>❑ 4.2 Leaders recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum.</li> <li>❑ 4.2 A plan is in place highlighting how the academy will maintain the curriculum through home learning if bubbles have to be sent home</li> <li>❑ 4.5 Plans are in place outlining how remote education will be offered where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown</li> <li>❑ 4.7 Where parents are using external providers, the academy has a plan in place to consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible</li> </ul>	<p>Y  Y  Y  Y  Y</p>	<p>early September prior to opening.</p> <p>Communication in relation to all children back posted on 2nd March 2021</p> <p>Regular reminder texts and updates on social media platforms.</p> <p>EP will continue remotely whilst children are in school</p> <p>1 pupil in LS10, transition and education plan agreed with parent. Safeguarding visit by DSL and curriculum review visit undertaken by SENCO at least half termly</p> <p>Teacher and LS 10 attempting to engage pupil with home learning.</p> <p>Family has agreed to Early Help Plan and an initial meeting is scheduled.</p>	
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				<p>Home visits are also arrange as the parent is not answering the phone.</p> <p>Chatterbugs and EP will continue remotely whilst child in school</p> <p>1 pupil in LS10, transition and education plan agreed with parent</p> <p>.</p>	
<p><b>7.3. There is an agreed frequency of communications with parents and governors</b></p>	<p>Moderate 3C</p>	<p>See:</p> <ul style="list-style-type: none"> <li>❑ 1.7 Business Continuity Plan updated and discussed with the Chief Education Officer and Chair of Governors</li> <li>❑ 8.1 Additional cost pressures due to COVID-19 have been identified and reported to Hub Finance Managers and to Governors</li> </ul> <p>Risk assessments shared with the Chair of Governors.</p>	<p>Y</p>	<p>This risk assessment and opening plans will be shared with chair of governors at the point of submitting to trust followed by fortnightly catch ups with CoG. Ongoing communication with Chief Education Officer</p> <p>Risk assessment shared on website.18/1</p> <p>Weekly reminders of guidance on social media and via text messaging.</p> <p>Governors to be updated when review of plans and risk assessment has taken place via Governors' Hub</p> <p>Regular phone conversations between headteacher and</p>	<p>Minor 2B</p>

				chair of governors.  Minuted meeting on 14/1/21 to update chair on risk assessment.	
<b>Focus area: Financial</b>					
<b>Key aspect</b>	<b>Risk rating before action</b>	<b>Example control measures/ considerations</b>	<b>In place Yes or No or NA</b>	<b>Further actions/controls/responses to reduce the risk</b>	<b>Residual risk</b>
<b>8.1. Additional cost pressures due to COVID-19 have been identified and an end-of-year forecast which factors them in has been produced for the board</b>	Moderate  3C	Additional cost pressures due to COVID-19 have been identified and reported to Hub Finance Managers and to Governors.	Y	Costs to date have been shared and staffing budgeted for. Any further costs will be shared.	Minor  2B
<b>Post 16:</b>  <b>8.2 Industry Placement Capacity and Delivery Fund (CDF) gets clawed back</b>		Evidence use of funding and impact through the usual autumn CDF monitoring process in order to minimise reporting burdens.  Continue with activities the DfE would expect to continue to go ahead: <ul style="list-style-type: none"> <li>continuing to build relationships with employers and developing engagement strategies for different industries</li> <li>preparing students for placements (such as through virtual training for work programmes)</li> </ul>	NA		

		<ul style="list-style-type: none"> <li>ensuring alignment between curriculum planning and industry placement provision</li> <li>developing matching processes for when students can go on placements again</li> </ul>			
<b>Post 16:</b> <b>8.3 ESFA funded AEB and advanced learner loans (including bursary fund)</b>		Utilise the provision for 'breaks in learning' for a range of circumstances. Settings and the learner can agree to suspend learning while the learner takes a break, allowing the learner to continue later with the same eligibility that applied when they first started their learning	NA		
<b>Post 16:</b> <b>8.4 Studenta unable to afford or have access to ICT to access remote learning</b>		Use the existing 16 to 19 Bursary Fund (and any spare resources from their FE free meals grant) to pay for this support. For additional resources to support young people to access education remotely, they should <a href="#">submit a business case to the ESFA</a> setting out.	NA		
<b>Focus area: Accountability</b>					
<b>Key aspect</b>	<b>Risk rating before action</b>	<b>Example control measures/ considerations</b>	<b>In place Yes or No or NA</b>	<b>Further actions/controls/responses to reduce the risk</b>	<b>Residual risk</b>
<b>9.1. Arrangements for academy accountability including performance management have</b>	Moderate  4B	Plans and risk assessments reviewed by Chief Education Officers and Chairs of Governors.  Schools and Trusts will not be held to account based on exams and assessment data from summer 2020 and data will not be used by others, such as Ofsted and local authorities, to hold	Y  Y	Submitted 17.07.2020 Shared with CoG on 14/1/21	Minor  3A

<p>been made in the light of DfE <a href="#">guidance</a> on how school and trust external accountability will be handled this year.</p>		<p>schools and Trusts to account.</p> <p>Position on performance management (end of year reviews for 2019/20) has been communicated.</p>	<p>Y</p>	<p>All staff have had end of cycle reviews. New objectives will be agreed Autumn term before 31.10.2020  <b>Review meetings to be scheduled for Spring term.</b></p>	
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**Appendix:**

**Focus Area: Mass asymptomatic testing for Primary and Nursery settings**

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<p><b>Organising the testing system</b></p>	<p>4B Moderate</p>	<p>Identify and record which staff have given consent to carry out twice weekly testing.</p> <p>Staff should be encouraged to undertake testing as it is an additional control measure on top of those already in place, however, consent is voluntary and can be withdrawn by the individual at any time and they should not be directed to or forced to take the tests.</p> <p>Staff attending school who do not consent to the test can still attend school as normal if they do not have symptoms of Covid - 19.</p>	<p>Y  Y  Y</p>	<p>Google opt in/out shared with staff 20/2</p> <p>Staff meeting to share information booklet on 20/2 explaining what LFD testing is, why we are doing it and making it clear that it is not compulsory. Letters from Primary platform emailed to staff on 21/1. Paper copies to all cleaning, dinner and</p>	<p>2A Minor</p>

		<p>Set up a system of recording the distribution of test packs and the results of testing carried out.</p> <p>One or more COVID-19 co-ordinators should be identified and they may need to be supported by a separate Registration Assistant. The roles each person will carry out should be identified and should include :</p> <p>a) who is communicating with staff and addressing any personal issues / concerns with regards to testing they may have.  b) who is distributing the correct number of kits to staff, ensuring staff have the right instructions and are signing for the test kits.  c) who is the point of contact for staff if they have incidents whilst testing at home and who is reporting any incidents and overseeing the process. The incident form in the "How to Guide - Primary Schools EY LFD Testing" document could be used.  d) who is receiving, recording and collating tests results including reporting any positive results to DCS Alert via the PCIF 01 form.  e) who is managing the storage, stock control and re-ordering of test kits.</p> <p>It is recommended staff undertaking testing are made aware of who has responsibility for each of these roles so they can report results and raise any issues / questions with the appropriate person.</p> <p>Set up a collection point in school for the distribution of the test packs - this should be a big enough space to allow social distancing for the numbers permitted to enter the space at any one time and be able to be secured to prevent unauthorised access e.g. the staff room. The temperature of the area should be between 2'C and 30'C . For schools with a screened reception desk with a secure office space this may be a suitable option so kits can be handed out via the screen.</p> <p>The lot numbers of the testing kits provided should be recorded on arrival.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>catering staff Used spreadsheet from the Primary platform</p> <p>Adele Clark, co-ordinator Jennie Hill, Registration assistant</p> <p>AC</p> <p>JH</p> <p>AC</p> <p>JH</p> <p>JH</p> <p>Staff meeting on 20/1</p> <p>Collection from office, rota in place so only 1 person at a time to collect testing kit</p> <p>Storage is in the office, storage in room temperature, no higher than 23degrees</p>	
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<b>Storage and management of Testing Materials / Supplies for the Testing area.</b>	4B Moderate	<p>Testing kits should be stored between 2°C and 30°C.</p> <p>Storage areas should be lockable and access restricted to authorised personnel only.</p> <p>Checks of supplies should be regularly undertaken to ensure there are adequate supplies of all relevant materials for the testing to be undertaken and stocks re-ordered as required.</p>	Y  Y  Y	<p>Storage is in the office, storage in room temperature, no higher than 23degrees</p> <p>In office, mag log doors to enter the room where kits are stored.</p>	2B Minor
<b>Issuing tests</b>	4B Moderate	<p>The tests should only be offered to staff who attend the school setting and not those working from home. Staff are expected to sign for the receipt of their test kits.</p> <p>All staff consenting to testing should test twice a week as the tests work best when there is a high viral load. This will apply to part time and full time staff.</p> <p>It is recommended staff are given time slots for the collection of their test kits to avoid staff congregating in the area. You may wish to allocate a member of staff to deliver the testing kits to staff in where they are based. Staff distributing / collecting test kits must wear face masks / face coverings, maintain a 2m distance and hand sanitise before / after handling kits.</p> <p>When issuing test kits the issuer must complete the test kit log - see record keeping below.</p> <p>Test kits should be issued with the most up to date Instructions for Use leaflet (at this current time test kits may not have the most up to instructions included) . It is recommended staff are also sent a copy of this electronically and it is placed on the schools internal system (if there is one) so staff can still access the instructions if they lose the leaflet.</p>	Y  Y  Y  Y  Y	<p>Staff meeting and information booklet to ensure clear communication</p> <p>Rota shared with staff for collection, 25/1/21</p> <p>JH, using spreadsheet</p> <p>Communicated in staff meeting and information leaflet which was given alongside testing kit on collection</p>	2B Minor
<b>Conducting the Tests</b>	4B Moderate	<p>Tests should be taken twice a week at intervals of 3 or 4 days apart e.g. Sunday and Wednesday or Thursday. Consider</p>	Y	<p>Information booklet, shared preferred times and days of</p>	2A Minor

identifying set days for staff to undertake their tests. It is recommended one of the days is the first day they are in school each week / the day before. This may mean the same set day for all staff or different set days depending on the working patterns of staff.

Consider the time consenting staff will take the test. This may be :

- a) in the morning to minimise the chance of being exposed to Covid after taking the test or
- (b) late afternoon / evening to enable time for the school to take action re close contacts / manage absences in the event of a positive LFT and for staff to have the time to re-take a test if they get void results.

Staff that have had a positive PCR test in the last 90 days are exempt from taking a LFD test in the 90 day period after the PCR test.. Staff that have had the Covid-19 vaccine can still take part in the LFD programme.

Situation	Action
Staff that have a positive PCR test <b>after 09/02/2021</b> .	Pause LFD testing for 90 days from the date of the PCR test.
Staff who have had a positive PCR test <b>between 30/01/2021 and 09/02/2021</b> and are completing / have just completed their isolation period.	Pause LFD testing for 90 days from the date of the PCR test.
Staff who have had a positive PCR test in the <b>80 days before 30/01/2021</b> and have therefore already completed their isolation period.	<p>If they have already had <b>negative</b> LFD tests since the PCR test – continue with the LFD testing.</p> <p>If they have had <b>positive</b> LFD tests since the PCR test – pause LFD testing for 90 days from the date of the PCR test.</p> <p>If they have <b>not yet started / resumed</b> LFD testing – delay taking part until 90 days from the date of the PCR test.</p>

testing. Working patterns taken into consideration.

Y

Sunday and Wednesday evenings for most staff. Staff working part time (second part of the week) Tuesday and Friday

Y

If staff have had a positive PCR test for COVID-19 within the last 90 days, they are likely to have developed some immunity. Therefore, these individuals are exempt from testing by both PCR and LFD within 90 days of the positive PCR test, unless they develop new symptoms. However, individuals may choose to take a LFD test after the isolation period, for example, as part of the school testing programme, if they wish to. This should only be done after completion of the required self-isolation period as per the NHS stay at home guidance.

		<p>The LFD test kits should be stored between 2°C and 30°C. However the devices and reagents must be used between 15°C and 30°C during use so if they are stored somewhere colder than 15°C they should be moved to a room temperature area for around 30 minutes before use.</p> <p>Staff should :</p> <p>a) wait at least 30 minutes after eating or drinking anything before starting the test.</p> <p>b) Not start their test if they have had a nosebleed in the last 24 hours - if this is the case they should inform the school and take a test when the 24 hours has elapsed if possible bearing in mind the need to take the 2 tests 3 / 4 days apart. If only one nostril has bled they can swab the other one</p> <p>c) Swab the other nostril if they have a nose piercing or, if both nostrils are pierced, remove the jewellery first.</p> <p>d) Swab both nostrils if they cannot take a throat swab e.g. they have had a tracheostomy.</p> <p>e) Wash their hands or hand sanitise before taking the test.</p> <p>f) Use a clean, flat surface and, if doing more than one test, make</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>As this is confusing, <b>the recommendation in Leeds is that, from this point, if staff have a positive PCR test they shouldn't take part in the schools' LFD testing programme within 90 days of the PCR test.</b> They would still be required to self-isolate if they are identified as a close contact of a positive case, even if this is within the 90 day window.</p> <p>Video link on how to do the test shared with staff. All instructions with diagrams in new information booklet that went out with the kit as well as the school's information booklet contains this information</p>	
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		<p>sure they sanitise their hands each time.</p> <p>g) Time the test and check their results at the 30 minute point as tests results are invalid if left any longer.</p> <p>If a test result is Inconclusive / Void the individual should take another LFT as soon as possible using a new test kit but not reusing anything from the first kit. If both tests are void the member of staff should arrange to have a PCR test.</p> <p>The testing solution is not toxic in the quantities provided and any spillages should be cleaned with a paper towel.</p> <p>As soon as possible after a positive or negative result staff should upload their results to the NHS online at <a href="http://www.gov.uk/report-covid19-result">www.gov.uk/report-covid19-result</a> or by contacting 119. They must also inform the school via the identified route / at the identified time.</p> <p>Staff should report any issues with testing to the school e.g. unable to take the test, missing / broken / damaged items, unable to log results with NHS, void results. The school can monitor and / or then raise this with DfE helpline or 119 as identified in the How to Guide page 17.</p>	Y		
			Y		
			Y		
			Y	Completion of reporting google sheet, paper copies available for staff not accessing emails.	
			Y		
<b>Test results and actions to take</b>	4B Moderate	<p>Positive result - individual and their household should start self isolation straight away and the individual should get a PCR test to confirm the result.</p> <p>Only a very small proportion of people who do not have coronavirus will receive a positive result (false positive) from a LFD. For this reason household contact isolation and the tracing and isolation of close contacts of the positive case should take place at the point of a positive LFT and should not wait for the PCR test result.</p> <p>If the PCR test is negative the individual, household and close</p>	Y	Staff also need to inform school straight away to do track and trace.	1A Minor

		<p>contacts can end isolation unless they have symptoms of Covid 19.</p> <p>Negative result - individual and household can continue as normal unless they have symptoms of Covid-19.</p> <p>Inconclusive / Void result the individual should take another LFT as soon as possible using a new test kit but not reusing anything from the first kit. Relevant action will then be taken when a positive / negative result is obtained. If both tests are void the member of staff should arrange to have a PCR test. They do not need to isolate whilst awaiting the results if they are asymptomatic.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Flyer to simplify what to action when they read result (LCC flyer)</p> <p>AC is the first point of contact when the result is positive. All results recorded using google form or paper copy.</p>	
<b>Record keeping / Reporting.</b>	4B Moderate	<p>Schools must keep records of :</p> <p>a) the consent forms and any withdrawal of consent, b) the test kits distributed (a test kit log) including staff signatures on collection and c) their own records of the results of tests.</p> <p>Records must be kept in accordance with GDPR requirements.</p> <p>The test kit log and the test results register / log must be separate documents. There are samples of each in the templates section of the Primary School Portal. Schools can amend and tailor these to their own needs provided they still contain the data identified in the samples.</p> <p>The test kit log and test results register should be kept for a minimum of 8 years after the last entry.</p> <p>All positive results (even where a confirmatory PCR test is negative) should be reported as usual via the PCIF 01 Form to DCS Alert (DCS.alert@leeds.gov.uk).</p> <p>Notify DoED and Trust of positive result</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Spreadsheet template from Primary platform</p> <p>Information shared with staff via Privacy notice</p>	3C Moderate

<b>Waste Disposal</b>		Tests can be disposed of in the waste bags provided in the test kit and then put in with the general household waste.	Y		1A Minor
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## Notes

