


THE NEWBRIDGE SCHOOL – COVID-19 Secondary School Full Opening Autumn 2020				
Activity being assessed:	FULL OPENING OF SCHOOL DURING THE COVID 19 PANDEMIC	Location(s) affected:	Whole School	
Person(s) completing assessment:	Katrina Farragher - Head of School Natalie Fox - Deputy Head	Date original assessment completed:	August 2020	
Date of review:	Sept 11th, Oct 24th, Nov 5th	Review completed by:	Katrina Farragher	

**This risk assessment has been developed on best available scientific guidance and industry best practice, information and should be read in conjunction with the government guidance document, this document cannot be considered to cover every risk and control possible and must be reviewed and made specific by the end user.**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control>

<http://science.cleapss.org.uk/resources/resource-search.aspx?search=COVID-19>

<http://dt.cleapss.org.uk/Resources/All/?search=covid+19>

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>

Safeguarding and Stress Management					
What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom and when?	Completed
Ineffective safeguarding measures	<b>Students may be more vulnerable during times of uncertainty, stress, or financial strain</b>	School has robust safeguarding measures in place that have been (reviewed in line with additional risks that may be encountered during the Covid-19 outbreak), with a Designated Safeguarding Lead who is available. All staff have had safeguarding training. Staff have been reminded of the importance to look out and notice changes to “normal” behaviours of Students and report any concerns immediately Safeguarding Policy reviewed and amended as appropriate for the full return of pupils and the possibility of class and bubble lockdown	<i>Safeguarding Measures reviewed in readiness for return in September.</i>  DSL to continue to be contactable and work from home if not symptomatic or Roles to be interchangeable e.g. another DSL to pick up the concern to ensure child is not at risk  <i>All staff received refresher training during the August Training Days.</i>  <ul style="list-style-type: none"> <li>Vulnerable database of contact to remain in place for the academic year 20/21</li> <li>Vulnerable database to be maintained and discussed weekly</li> </ul>	Nick Schober	August 2020
Stress and anxiety of staff due to uncertainty, changes to working	<b>Staff may experience higher levels of stress and anxiety</b>	Schools have stress and wellbeing procedures in place with staff able to access resources to gain support both via school and externally. Mental health and wellbeing information has been shared with staff.	Staff know of their LM structures and staff well being is on the agenda of all meetings and is communicated to SLT where necessary.	All Line Managers  All Staff	On going

arrangements, changes to home arrangements and concern about contracting COVID-19	<b>Potential increase in incidents of Domestic violence</b>	SLT regularly check on staff and have an open door policy to discuss concerns. SLT reassuring staff and communicating thoroughly and opening all measures, controls, and arrangements in place to maintain safety (SFAIRP).	Mental Health information to be displayed - sign posts to our in house school counselor and Mental Health Practitioner made clear. Crunchies and other such initiatives encourage positivity as well as chip cob days and other in house pick me up days to support staff wellbeing.		
Stress and anxiety of students due to uncertainty, changes to working arrangements, changes to home arrangements and concern about contracting COVID-19	<b>Students may be anxious and worried about returning, may not cope with the change in learning environments and structure of day</b>	Discuss and communicate to parents/carers how school will work and ask them to discuss with their child(ren). Ask parents if they consider their child(ren) will have difficulty readjusting and discuss how this can be managed. Structure into school return wellbeing conversations and activities to enable students to talk about any concerns.	Letter to parents asking for concerns to be shared. On return to school Tutor sessions to look at wellbeing and opportunities for students to speak to their tutors. Leaflets signposting students to places online and in school where they can get help if needed.  Regular communication with parents' information of providers who can support students and parents/carers with anxiety/mental and emotional health needs	KFa  Tutors  NSc  KFa Trust	August 2020  June/ Aug 2020  Ongoing

### Management of COVID in School

What are the hazards?	Who might be	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom	Completed
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	harmed and how?			and when?	
Infection with COVID-19 spreading amongst students, staff and parents	Staff, Students, by picking up the infection	Clear communication with parents/carers that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, <u>do not attend school</u>	<ul style="list-style-type: none"> <li>● Parent reopening letters by post, email, and website.</li> <li>● Follow up letters and communication throughout the year</li> </ul>	KFa JPa	Aug 2020
	Students, by picking up the infection	Systems in place for parents/carers to contact the school immediately on discovering symptoms	<ul style="list-style-type: none"> <li>● Red Zone is MEDICAL ROOM - only students with COVID symptoms to be placed in this room - window open at all times and door closed, cleaning to follow any suspected case and the normal routine.</li> <li>● Should a toilet be required the DISABLED TOILET IN THE MAIN BUILDING should be used and then be locked off and cleaned and disinfected before it is used by anyone - all surfaces to be cleaned</li> <li>● Cleaning to be indicated on the door (Medical and Disabled) whilst in process to stop anyone else from entering until cleaning has been carried out to avoid cross contamination.</li> <li>● Immediate communication with home to collect by GBr or PM. No phone contact, to be kept in a Medical room until a relative can be contacted to collect.</li> <li>● PPE available in medical rooms and to be worn (face shield &amp; gloves)</li> <li>● Ensure all staff know what to do if a student feels unwell (training days) or display symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person</li> </ul>	Ongoing	

			<p>subsequently tests positive or they have been requested to do so by NHS Test &amp; Trace.)</p> <ul style="list-style-type: none"> <li>Any student or member of staff who has tested positive whilst not experiencing symptoms but then develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms</li> <li>If a member of staff has symptoms, but returns a negative test, they should remain at home until they are well.</li> </ul>
	Students, by picking up the infection	Tutors are responsible for asking students each morning how they are and check for any symptoms and onwardly communicate to pastoral staff via email.	<ul style="list-style-type: none"> <li>If pastoral staff are asked to collect a student who has symptoms or a family member a face shield and gloves should be worn and they must remain at least 2m from a student whilst escorting them to the MEDICAL ROOM ( red zone)</li> </ul>
	Staff/Students, by picking up the infection	Systems in place for staff and students/parents to indicate their status. HoS to be proactive in monitoring this.	<ul style="list-style-type: none"> <li>Staff to stay at two metres from children when teaching, within their teaching box</li> <li>Desk, keyboard, mouse, interactive remote to be cleaned before and after use by each member of staff</li> <li>Staff to remain at least 2m from each other at all times</li> <li>Staff Rooms to have a limited number of people in at any time,</li> <li>Enhanced cleaning routines after break times to be introduced.</li> <li>Staff to be guided as to which staff room to use for refreshments</li> <li>Students place their phone inside envelopes in their tutor box, then collected by SM to keep safe. PM to return to tutor rooms at the end of the day for students to take home.</li> </ul>

			<ul style="list-style-type: none"> <li>• iPad on a long term loan to be handed in to the same box at the end of the day and plugged in ready for use the next day.</li> </ul>		
‘Clinically vulnerable’ and ‘clinically extremely vulnerable’ staff and pupils exposed to COVID-19	Staff, students	<p>(ECV staff with shielding letters to work from home during national lockdown - teachers to remote in and lead lessons)</p> <p>(Students identified by the Gov as EVC by a shielding letter to remain at home during national lockdown and access remote learning)</p> <p>Staff in non-contact roles work from home where this is practicable.</p> <p>Staff needed in the building offered roles where it is possible to maintain social distancing.</p> <p>Staff post 28 weeks should be more formally distanced from direct working with students where possible. Any risk assessments to be reviewed regularly.</p>	<p>Additional risk assessment for all staff previously clinically vulnerable and clinically extremely vulnerable (or living with)</p> <p>Within all new COVID Alert levels (medium, high, and very high) all staff can continue to attend school. All students, including those who are clinically extremely vulnerable can continue to attend school at all local COVID alert levels unless they are one of the small number of students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not</p>	Aug 2020	Ongoing as need arises
Staff are concerned they may have been infected with COVID-19	Staff, students	<p>Staff to seek a COVID-19 test and report the outcome to the HofS</p> <p>If a relative has symptoms they should self isolate while awaiting the outcome of the relatives test result.</p>	<ul style="list-style-type: none"> <li>• If contacted by Test and Trace staff must contact school immediately and inform us of their advice re: self-isolation</li> <li>• If symptoms develop whilst at school the member of staff must self-isolate and arrange for a test</li> <li>• If a staff member tests positive they should inform school immediately and self-isolate for 10 days</li> <li>• They can return to work after 10 days even if a cough or the loss of taste or smell persists</li> </ul>		ongoing

			<ul style="list-style-type: none"> <li>The staff member will need to provide the email or text evidence for the NHS as evidence of a positive test result, which clearly states their name.</li> </ul>		
A student or staff member has tested positive for COVID-19	Student, Staff, families	<p>School to contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case</p> <p>The PHE team will contact school directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>School to follow the advice of the DfE/PHE advice and act accordingly. - Isolating where needed, use of mobile testing is required.</p> <p>Parents to be informed as necessary.</p>	<ul style="list-style-type: none"> <li>School records absence as COVID related and do not allow back for the period of 10 days from the day of absence</li> <li>The DfE will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</li> <li>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious</li> <li>Timetable and record of staff and student contacts to be maintained daily by main office</li> <li>Template letter is provided by PHE to send home and seek a test; no staff or student to be named</li> <li><a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ask-for-a-test-to-check-if-you-have-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ask-for-a-test-to-check-if-you-have-coronavirus/</a></li> </ul>		Ongoing
		Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.	<ul style="list-style-type: none"> <li>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: <ul style="list-style-type: none"> <li>If the test delivers a negative result, they must remain in isolation for the remainder of the 14-day</li> </ul> </li> </ul>		ongoing

			<p>isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> <li>if the test result is positive, they should inform their setting immediately, and must immediately isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</li> </ul>		
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Mitigating risk in school					
What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom and when?	Completed
Spread of infection	Students/ Staff	Social Distancing - in year group bubbles	<ul style="list-style-type: none"> <li>All in place as per school TT - KFa</li> <li>All communicated to staff/parents</li> <li>Regular reminders to students about the importance of socially distancing through tutor times and supervision at break</li> </ul>	SLT	Aug 2020
Excessive numbers of students needing to be isolated, staff		Year group bubbles will remain in the same classroom / area for the whole day, staff will move around to the bubble	Year 7: Y7 building, Hall & CL Year 8: M1-4, H2,3,4 - Main school Toilets Year 9: E1, E2, E3, Music, L1, L2 - Main school toilets Year 10: S1 -4, PC3/4, Food - ADT toilets	Ongoing	
		Bubbles do not mix at any time. Allocated areas for break and lunch	BREAK / LUNCH: Year 7- CL /Hall		



off self-isolating			<p>Year 8- Top half of Diner/Sports Hall          Year 9- Quad/ PA/Adventure Play half of playground          Year 10 - Outside diner/Science half of playground          3G Open to Year 9&amp;10 on rotation</p>	
		<p>Enhanced toilet cleaning throughout the day.          Year groups allocated to use of specific toilets.</p>	<p>During lessons allocated cubicles and enhanced cleaning          Main building - corridor controlled system to manage numbers going into the toilets. A side each allocated, enhanced cleaning throughout the day</p>	
		<p>Bubbles are assigned a controlled entrance and exit into the school site</p>	<p>No entry to school until 8.15 all to line up for school entry          Year 10: Student entrance gate - to outside diner/ Front of ADT          Year 9: Side entrance gate (E2)          Year 8: White double doors          Year 7: Entry through the library</p>	
		<p>Bubbles move for practical lessons</p> <p>Movement only in Y9 &amp;10 for Creative Arts, ADT, PE and Maths.</p> <p>Y7 use of Y7 lab for practical science</p> <p>Y7&amp;8 Practical ADT, demos only and adapted activities for whole group classroom based learning.</p> <p>All subjects individually risk assessed</p>	<p><b>Resources that are shared between classes or bubbles, such as sports, art and science equipment to be cleaned frequently and meticulously and always between bubbles,</b></p> <p><b><u>Or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between uses by different bubbles.</u></b></p> <p><b>Subject lead to ensure all risk assessments are clear and adhered to, signed off by HofS.</b></p> <p><b>PE:</b> Contact sports should not take place, students wear PE kits on the days they have PE to avoid use of the changing rooms.</p>	

		Face Coverings	<ul style="list-style-type: none"> <li>Students and staff to wear face coverings in corridors, where distancing is impossible</li> <li>The only exception to this is when students go to PE as they are in their class bubble and there's nowhere hygienic to leave their masks.</li> </ul>	
		Hand washing: To be encouraged by all staff, regularly reminding students. Outside wash basins installed in all areas	<ul style="list-style-type: none"> <li>Students to be encouraged to wash hands regularly</li> <li>Students to be encouraged to use the hand sanitiser around site where hand washing facilities are not readily available</li> </ul>	
		Staff to remain at front of room and 2m from pupils and other adults	<ul style="list-style-type: none"> <li>All classrooms to be risk assessed</li> <li>All desks as much as is possible to face forward; students seated side by side</li> <li>Unnecessary furniture will be moved from all classrooms to make more space. These will be moved to social areas in the first instance.</li> <li>Tissues to be available in all classrooms (Catch it, Bin it, and Kill it!)</li> <li>Lidded bins for disposal, double bagged.</li> </ul>	Ongoing
		Staff to remain 2m from other adults	<ul style="list-style-type: none"> <li>Teaching spaces to be demarcated at the front of the classroom for teachers and support staff to deliver learning from</li> <li>Office restrictions (see additional sheet)</li> <li>Increased numbers of staff rooms and reduced numbers in each</li> <li>Non-teaching time, staff rooms to be used, if not enough room a space classroom</li> </ul>	
		Assemblies	Any assemblies will be delivered remotely into classrooms during tutor times, or pre-recorded.	
Student's congregate	Student, staff,	Students and parents informed of entrance times and places requirements	<ul style="list-style-type: none"> <li>School rota for entry and exit in place.</li> </ul>	

<p>around school grounds before/after their allocated start/finish time</p>	<p>parents, visitors</p>	<p>Signage at entrances to the school site and the school building reinforces social distancing messages to parents/students.</p> <p>1 parent only during drop-off and collection.</p>	<ul style="list-style-type: none"> <li>● Year 7/8 leave at 2:50, year 9 at 3pm, year 1 at 3:10pm</li> <li>● Pastoral team / SLT to support arrival/exits of students.</li> <li>● SLT duty enforces parental drop off</li> <li>● Encourage students to cycle, walk or scooter to school</li> </ul>	
<p>Visitors introduce COVID-19 to the school</p>	<p>Staff, Students</p>	<p>Peri lessons are conducted in the practice rooms</p>	<ul style="list-style-type: none"> <li>● Individual lessons in Practice rooms</li> <li>● Different peri teacher per day per room</li> <li>● Screen separator between teacher and student</li> <li>● Peri teacher to be timetabled to arrive/leave via office after main school is in and settled, student to be sent directly, fixed lesson times</li> <li>● Peri teacher not to walk around the school, radio provided if student does not arrive</li> <li>● Doors to be propped open, handles, seats etc.. wiped by them in between students</li> </ul>	
		<p>Parents are discouraged from allowing their children to use public transport to get to school</p> <p>Students are actively encouraged to travel to school on foot or on bicycle / scooter if applicable</p> <p>Parents are advised not to car share with other families. Parents are discouraged from allowing their children to travel to school in a taxi unless essential</p>	<ul style="list-style-type: none"> <li>● Parent reopening letters.</li> <li>● Must wear a face mask and use the sanitisation and hand washing facilities immediately on entry to school</li> </ul>	
		<p><b>School Buses</b> year groups bubbles will apply on all school transport</p>	<ul style="list-style-type: none"> <li>● use of hand sanitiser will be provided on all routes and students will use upon boarding and disembarking</li> <li>● As year group bubbles will be mixed on the bus the use of face coverings for the travel to and from</li> </ul>	

			<p>school will be compulsory (Mandatory during national lockdown)</p> <ul style="list-style-type: none"> <li>• CCTV is in operation on all buses. Students who fail to comply with the requirements of social distancing on the school bus will have parents contacted and warning issued.</li> <li>• Bus rules communicated to parents pre-September and enforced with students on phased entry to school</li> </ul>		
Students don't follow new rules and expectations	Students, Staff	Schools create and communicate a COVID-19 addendum to their behaviour policy which will identify new rules and procedures and will retain the sanction of withdrawing a student from school if they refuse or are unable to comply.	<p>NSc to draft and share with staff in place for wc 26/08/20 to be shared with staff on teacher days</p> <p>Exclusions to be used if persistent repeat offenders</p>	NSc	Ongoing
Students having an emotional outburst or poor behaviour	Staff	Staff to contact pastoral team via email / stage 3 alert on PARSs	<ul style="list-style-type: none"> <li>• Pastoral Managers / SLT rota of patrol (ensures no more than 3 in office at any one time)</li> <li>• Staff to remain 2m from students</li> <li>• Possibility of outside conversation should be preferable first option for all staff when talking to students</li> <li>• Students who are shouting should be directed outdoors and staff to remain in front of and at least 3m from student</li> </ul>	Staff	
	Students/ Staff	Internal Isolation, lunch & after school detention with PM/SLT linked to the Yr Gp bubble and after school supported by MLs.	<ul style="list-style-type: none"> <li>• Pastoral staff to work with students</li> <li>• Social distanced detention to be used as means of punishment</li> <li>• Home contact to be made immediately regardless of incident</li> <li>• Detention room - same as the catch -up rooms</li> </ul>	SMs	

Fires safety plans need amending	All staff and students	Fire evacuation policy/procedure reviewed, same evacuation routes and assembly points but to comply with social distancing.	<ul style="list-style-type: none"> <li>• Fire Evacuation Procedure- year groups to space out in their lines to allow for social distancing</li> <li>• Signage to be organised by site staff</li> <li>• To be addressed and communicated to staff</li> <li>• To be practiced by all students during their phased re-entry to school</li> <li>• Doors of rooms to be closed on exit and closed at the end of the day by staff</li> <li>• Unoccupied rooms to have doors closed, staff taking a group to another room to close the door behind them.</li> <li>• Whole school practice, in year groups</li> </ul>	SLT Sept 2020	4 practices throughout the year
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### Hygiene Measures to reduce risk

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom and when?	Completed
Infection with COVID-19 spreading amongst students, staff and parents	Students are unaware of rules	<p>Signage around school - classrooms, toilets, shared rooms and in all entrances and on all digital signage</p> <p>Staff remind students of rules, and additions to the behaviour policy, with tutor time expectation slide</p>	<ul style="list-style-type: none"> <li>• Digital signage reminders to be created re: symptoms, self-isolation, test and trace, hygiene</li> </ul> <p>Tutor time expectation slide distributed and weekly reminder provided to staff</p> <ul style="list-style-type: none"> <li>- Symptoms</li> <li>- Self-isolation requirements for self and family</li> <li>- Hygiene</li> </ul>	KFa, KTh, TSm	Aug 2020

			- Social distancing		
		Regular whole school update on COVID-19 H&S.	<ul style="list-style-type: none"> <li>Weekly briefing note from KFa</li> <li>Briefing to be remote weekly</li> </ul>		
	Students touching each other	Staff to discourage this when it happens and remind students of the risks	<ul style="list-style-type: none"> <li>Daily reminder on tutor time slide</li> <li>Behaviour referral as Social Distancing (NSc to amend Behaviour Policy accordingly)</li> <li>Parental and pastoral intervention only with multiple infractions within year group bubble</li> <li>Outside of year group bubble immediate pastoral intervention</li> </ul>		
	Students don't clean hands well enough	Staff reinforce previously delivered handwashing messages. Wash for 20 seconds in the prescribed way ensuring all parts of the hands are covered.	Soap available in all toilets <ul style="list-style-type: none"> <li>Signage (CGO and CRU) reminds pupils how to wash hands properly</li> <li>Duty people remind students of proper hygiene measures.</li> </ul>		
		Students use soap and water, and where this is not available hand sanitiser. Additional hand sanitiser points available	<ul style="list-style-type: none"> <li>All in place</li> </ul>		
	Students don't use good respiratory hygiene	Staff promote the 'catch it, bin it, kill it' message. Tissues are to be available for all students at all times for coughing and sneezing.	<ul style="list-style-type: none"> <li>Tissues available in every classroom</li> <li>Signage reminds pupils of catch it, bin it, and kill it!</li> </ul>		
		All used tissues to be placed in a flip top bin.	<ul style="list-style-type: none"> <li>New pedal bins in all classrooms - Kth / TSm</li> </ul>		

Incorrect disposal of used tissues	Flip top bins emptied and double-bagged daily.	Cleaning plan and actions written in a separate risk assessment.		
Insufficient ventilation	Open windows and prop open doors where it is safe to do so. Rooms not in use to be left closed	<ul style="list-style-type: none"> <li>● All doors of regularly used rooms to be wedged open by site staff daily (closed if a fire alarm, and at the end of the day)</li> <li>● Unoccupied rooms to have doors closed, staff taking a group to another room to close the door behind them</li> <li>● Some windows in rooms to be opened daily by site staff to allow good ventilation through school</li> </ul>		
Touching face, eyes, mouth and nose	Students will be reminded not to touch face, eyes, mouth and nose	<ul style="list-style-type: none"> <li>● Digital and physical signage</li> <li>● Tutor time expectation slide</li> </ul>		
Wearing facemasks	All students who travel on public and school buses will be required to wear a face covering	<ul style="list-style-type: none"> <li>● In parents letters pre-opening.</li> <li>● Staff also informed through staff training pre-school opening.</li> </ul>		
	Any student and staff member who wishes to use a face covering will be allowed , in corridors and communal areas when not eating they are compulsory (mandatory by law during national lockdown)	<ul style="list-style-type: none"> <li>● Face coverings are compulsory in corridors but visors will be allowed for all staff and students who want to wear them</li> </ul>		
Staff	Teachers should make sure they wash their hands and clean their desk and IT surfaces, before and after their session.	<ul style="list-style-type: none"> <li>● Cleaning products in every classroom</li> <li>● Staff to wash hands before and after entering a classroom</li> </ul>		

	<p>School uniform</p>	<p>Normal uniform policy to be in place</p> <p>During colder months, guidance given to families to encourage extra layers under uniform and relaxation on the use jumpers worn.</p>	<p>Uniforms don't need to be cleaned more often or in special methods than normal</p>		
	<p>Attendance</p>	<p>Normal attendance monitoring will follow for those students who are expected but who do not attend.</p> <p>Weekly checks by designated Pastoral and Student support team / DSL on possible CME students and following agreed procedures</p> <p>Exceptions only where in local lockdowns students/staff who are considered extremely clinically vulnerable are directed via a government shielding letter to stay at home. In this case remote learning will be in place and absence will not be penalized.</p>	<p>Attendance is mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>• schools' responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> <li>• Daily checks/phone calls in place by attendance officer</li> <li>• Measures communicated to all parents - email and letter</li> <li>• Pastoral staff work with identified families (EMA and pastoral staff to identify families pre September to start immediate work with them to support their return)</li> <li>• Individual strategies put in place - meet on walk to school, come before others return, come with parents to the front door after others have arrived, shorten the first day etc. Catch up funding can be used to support this.</li> </ul>	<p>NSc/ GDa</p>	<p>ongoing</p>



**Mitigating risk in classrooms**

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom and when?	Completed
Infection with COVID-19 spreading amongst students, staff and parents	Lack of ventilation	Ensuring there is through ventilation some windows and doors to be open at all times, in classrooms and on corridors (doors to be wedged open).	<ul style="list-style-type: none"> <li>Doors to be wedged open by site staff daily (reduces transmission risk on handles)</li> <li>Windows in rooms to be opened daily by site staff to allow good ventilation through school</li> <li>Y7 aircon/heating is ok to use, windows should still be opened to allow for ventilation</li> </ul>	Staff Aug 2020	ongoing
	students forget new school rules and routines	Staff make a daily reminder of the expectations in the classroom, around school, hygiene and drop-off / pick up routines.	<ul style="list-style-type: none"> <li>Digital and physical signage</li> <li>Tutor time expectation slide</li> </ul>	SMA	
		Each classroom has relevant displays to reinforce key messages.	Classroom Expectations	NSc	
	Sharing equipment and resources	Student have their own equipment in school - where they have to use school equipment	<ul style="list-style-type: none"> <li>Classroom based resources, such as books and calculators, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</li> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out</li> </ul>	students	

			<p>of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> <li>No coloured pencils or pens in classroom for sharing</li> <li>Scissors on 72 hour rotation</li> </ul>		
		Desks and other equipment to be cleaned at the end of the day.	Clear cleaning expectation for tables, chairs and teachers desk, chair and computer, mouse to be communicated and checked off; cleaning check to be provided to site manager at the end of each day	Cleaners	
		Students have their own desk and chair in their allocated classroom.	<ul style="list-style-type: none"> <li>Seating plan in operation</li> <li>Seating plans to mirror exact pairing locations in all classes, where setting allows</li> <li>Seating plans ensure same pairing across all classes where possible to reduce transmission risks</li> <li>At the end of each day used chairs should be placed on top of desk as priority cleaning overnight</li> </ul>	Teachers	
		Photocopying	<ul style="list-style-type: none"> <li>NO student to be sent out of lesson to collect</li> <li>Photocopying should be emailed to reprographics</li> <li>Staff should not use photocopiers on a regular basis for large copying; staff must clean before and after use and wash hands before and after use</li> <li>Signage on photocopier - DO NOT USE MACHINE UNLESS YOU HAVE WASHED YOUR HAND</li> </ul>		
		Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationary and mobile phones. Bags are allowed.	<ul style="list-style-type: none"> <li>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> </ul>	Students	

			<ul style="list-style-type: none"> <li>Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</li> </ul>		
		Resources that have been cleaned and quarantined for 72 hours may be used by another group.	<ul style="list-style-type: none"> <li>System in place for cleaning and rotation use by subjects for subject held equipment</li> <li>IT services to maintain their own rota; IPADs per bubble (so long as cleaned across classes do not have rotate on 72 hours)</li> <li>Students without their own iPad to be allocated a school one on lone term loan, to stay in school</li> </ul>	See department risk assessments	ongoing
	Shared use of halls and other spaces	Outdoor playground equipment should be more frequently cleaned (currently not to be used)	<ul style="list-style-type: none"> <li>Trust training for cleaning teams supporting external areas usage with expectations</li> <li>Cleaning rota in place for break time cleaning</li> </ul>	Aug 2020	
	Leaving the classroom to visit the toilet	Students are permitted to use the toilet if absolutely necessary, but teachers should limit this to 1 student at a time	<p>Toilets to be cleaned regularly through the day</p> <p>Year 7: Y7 Base Year 8: Main school Toilets Year 9: Main school toilets Year 10: ADT toilets</p>	Site	
	Behaviour Management	Stage 2 Move Seat now withdrawn from sanctions	<ul style="list-style-type: none"> <li>Staff in ALL circumstances should remind pupils of expected behaviour</li> <li>Should staff require support to manage any pupil then request for pastoral support / SLT should be requested by email</li> <li>No pupil should be sent out of the room</li> <li>No member of staff should accept/allow a pupil outside of the bubble into their class</li> </ul>	Teachers	

	<p><b>Marking of Work</b></p>	<p>Assessed work and assessment should be set where possible on google classroom</p>	<ul style="list-style-type: none"> <li>• Work should be marked in exercise books where it can during the lesson from identified marking station (pupil put book there and teacher marks)</li> <li>• Teacher to use feedback booklet for whole class marking and feedback</li> <li>• When marking book hands should be washed before and after marking</li> <li>• Exercise books should be marked where possible in the school building, but can be taken home</li> <li>• Exercise books under NO circumstances should be removed from one year group bubble classroom to another year group bubble classroom</li> <li>• Exercise books can be taken into staff rooms, but the desk must be wiped down afterwards</li> </ul>	<p>Teachers</p>	<p>ongoing</p>
	<p><b>Work scrutiny</b></p>	<p>Conducted by leaders within bubble classrooms and SLT Line manager</p>	<ul style="list-style-type: none"> <li>• Hands washed before and after handling exercise books</li> <li>• Work scrutiny will be conducted in the bubble with 2m social distancing between adults</li> </ul>	<p>Teachers</p>	<p>ongoing</p>
	<p><b>Staff Training, Meetings, briefings</b></p>	<p>Online meetings and workshop trainings to reduce numbers</p>	<p>Meetings and Training which cannot ensure 2m social distancing from others should be remote</p>	<p>Staff</p>	<p>ongoing</p>

**Mitigating Risks in Catering/Cleaning**

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom and when?	Completed
Infection with COVID-19 spreading amongst students, staff and parents	Staff, Students through poor hygiene	Breaks and lunch times will be in different places.	Y7 CL/Hall Y8 Diner Y9 Quad Y10 Diner	Augs 2020	ongoing
		Food Provision/Service <a href="#">(COVID-19).Guidance for food businesses on coronavirus</a>	Hot & cold can be offered by order only Risk Assessment to be completed by Sarah Nash Perspex screens in place in diner As a matter of good hygiene practice anyone handling food must wash their hands frequently with soap and water for at least 20 seconds. This should be done routinely, including: <ul style="list-style-type: none"> <li>● before and after handling food</li> <li>● when moving between different areas of the workplace, and especially after being in a public place</li> <li>● after blowing your nose, coughing or sneezing. Coughs and sneezes should be caught in a tissue or the crook of your elbow</li> </ul>	Sarah Nash	Augs 2020
		Staffing	<ul style="list-style-type: none"> <li>● Free fruit on arrival</li> <li>● Food items which are pre packed and pre ordered to be served e.g. waffles, pasta pots etc... from all venues</li> <li>● Lunch - Hot meals in take-out containers, sandwiches meal deal and cakes, pre ordered and delivered to all Year group venues.</li> </ul>	Diner staff	

			<ul style="list-style-type: none"> <li>Outdoor sinks have been installed to provide easy handwashing stations.</li> </ul>		
Infection with COVID-19 spreading amongst students, staff and parents	<p>Staff, students</p> <p>Premises are not cleaned often enough</p>	<p>Premises will be cleaned at the end of the school day and frequently used classrooms, touched surfaces (such as doors) regularly throughout the day using standard products, such as detergent.</p> <p>Increased cleaning hours where required.</p>	<ul style="list-style-type: none"> <li>Toilets, door handles of toilets, sinks to be cleaned regularly</li> <li>Teacher to clean desk and computer surfaces during the day; cleaning staff to clean after and before school</li> <li>Tables tops and chairs to be cleaned at the end of each day and before the start of each day</li> <li>All dining surfaces are cleaned after food service</li> <li>Site staff support cleaning of lunch areas.</li> </ul>	KTh & TSm	Sept
		<p>Staff training is conducted and each member of staff provided with a clear expectation of cleaning for a) classroom b) corridor c) shared space</p>	<ul style="list-style-type: none"> <li>Staff to understand the importance of cleaning for germ reduction and not for cleanliness</li> <li>Staff to clean all surfaces as required - e.g. chairs and tables tops and not just table tops</li> <li>Staff to sign off rooms and expectations within rooms every shift so we know what have been completed in each room</li> </ul>	Site, diner staff	

**Remote/Blended/Distance Learning**

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom and when?	Completed
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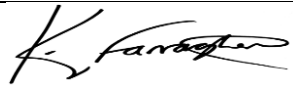
<p>Students/ Staff self Isolating due to being exposed to another person with symptoms</p>	<p>Students missing large parts of their education</p>	<p>Ensure all staff know the plans and procedures</p> <p>Ensure google classroom is ready for students to access learning week by week and that it is of good quality</p> <p>Whole school staff training on remote delivery of lessons.</p> <p>Development of online learning provided to ensure</p>	<p>STUDENTS: If off school self isolating or on the mend having had a positive test result, they will be given a google classroom code to access learning to do at home and submit to their teacher.</p> <p>TEACHER: If off self isolating and well enough to work, the staff member is expected to still provide work and for any Y10 lesson to remote into the classroom to deliver live teaching. A facilitator will be put into the classroom to support the learning.</p> <p>ALL TEACHERS: To monitor who is off school and is fit to learn, via the home learning spreadsheet. Once per week as a minimum to give feedback and log whether work has been submitted for monitoring purposes.</p>	<p>Teachers</p>	<p>ongoing</p>
<p>Students continue to get a quality education</p>		<p>Tier 2 Lockdown Procedures:</p> <p>As directed by the Dfe, should cases of COVID be too high to continue with whole school openings.</p> <p>2 year groups at a time to be on site on two weekly rotation</p> <p>Y7&amp;10 (Vulnerable Y9 Media/ Y8 PC1)</p> <p>Y8&amp;9 (Vulnerable Y10 PC3/Y7 Library)</p>	<ul style="list-style-type: none"> <li>• A curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations will be in place by end of September</li> <li>• give access to high quality remote education resources using Oak Academy as well as own resources</li> <li>• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback; staff are trained in google classroom and the academic content of the curriculum plans during the training days</li> <li>• printed resources, such as textbooks and workbooks, are provided for students who do not have suitable online access</li> </ul>	<p>Teachers SLT</p>	<p>As applicable</p>

		<p>Vulnerable and students with no technology students to be in full time. PCs provided and a facilitator to assist in accessing the learning).</p> <p>Staff and students follow the timetable as it is. Students in school are taught face to face as per normal.</p> <p>Students at home to access learning during lesson time staff to communication to students during lesson time via google classroom or email or live lesson</p>	<ul style="list-style-type: none"> <li>● Suitable adaptation to the curriculum are made for SEND and communicated to families as SEND may not be able to access remote education without adult support</li> </ul> <p>When teaching pupils remotely</p> <ul style="list-style-type: none"> <li>● assignments will be set so that pupils have meaningful and ambitious work each day as per their TT</li> <li>● teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject i.e. LIVE lessons</li> <li>● provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>● gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li> <li>● enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> <li>● plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul> <p>Not all teaching has to be live, some can be activities on google classroom, through videos or a mixture of all.</p> <p>DfE has produced a <a href="#">quality assured list of remote education resources</a></p> <p>Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free.</p>		
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			<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>Students working from home are not learning or adequately monitored</p>	<p><b>Safeguarding and staff well-being is not monitored</b></p>	<p>Partial or whole bubble lockdown Designated members of staff assigned to contact families / students.</p> <p>Remote Teaching Continues</p> <p>Live Lessons/remote learning plan to be delivered by staff as per timetable for that student, group or bubble</p>	<ul style="list-style-type: none"> <li>● Pastoral mentors to take responsibility for their year group in first instance</li> <li>● Admin member of staff to be allocated to a year group as support back up for welfare calls should a bubble lockdown occur</li> <li>● Plans to be in place and well communicated for remote learning from the end of September/ developed further ready for the end of October</li> <li>● Immediate remote plans instigated for any student, class or bubble requiring self-isolation with or without a positive covid test.</li> </ul>	<p>Teachers SMs SLT</p>	
<p>Curriculum Expectations not adapted for COVID disruption</p>	<p><b>Curriculum plan not adapted nor time used flexibly to create time to cover the most important</b></p>	<p>Use assessment to create a starting point for intervention and mastery teaching of content covered during lockdown</p> <p>End of first half term reassess practical subjects and ensure risk assessments in place to allow for as full a curriculum as possible.</p>	<ul style="list-style-type: none"> <li>● Normal Timetable returns Autumn term 2020</li> <li>● Assess what students have done first prior to re-teaching what they know and have learned; test/assess their understanding by using application questioning</li> <li>● Prioritise content rather than remove subjects</li> <li>● subjects contribute to the gaps in knowledge with an emphasis on reading aloud</li> <li>● Regular formative assessment with short quizzes rather than long tests are the features of all curriculum plans for COVID recovery plan</li> </ul>	<p>Teachers</p>	<p>Aug 2020 Re assessed Oct 2020</p>

	missed content				
Education al Visits/visitors/	Risk of exposure to COVID from external venues	<p>Full risk assessment to be completed prior to request for trip, Insurance needs to be checked to see the location would be covered.</p> <p>Careers appointments to be remote from careers office or additional measures to be used</p> <p>Additional measures to be used for Peri lessons</p>	<p>Essential trips will be considered so long as a full COVID risk assessment is in place, incorporating venue requirements</p> <p>TA/technician support to log students on and off remote meetings from google with the careers advisor. 2m social distancing can be in place - student by door</p> <p>See above for Peri lessons</p>	Teachers	As and when
Exam Board adaptations	Managing changing goal posts	Remove sections of syllabus no longer required from scheme of learning	Currently in consultation phase - Y11 only currently		

Signature of Senior Leadership Team: 			Date: 24/10/20		
Date review required: September 2020	Date review required: October 2020	Date review required: January 2021	Date review required:		