

COVID-19 RISK ASSESSMENT FORM

Workplace	HOLLINGTON PRIMARY ACADEMY	Likelihood (L)	X	Severity (S)
Department		Almost Impossible	1	Insignificant (minor injury, no time off)
Risk Assessor	JULIE REECE	Unlikely	2	Minor (injury and up to 7 days off)
Room/Area		Possible	3	Moderate (injury causing more than 7 days off)
Activity/Task	Academy Fully Re-opening During the Covid-19 Pandemic	Likely	4	Major (death or serious injury)
Date	08.03.2021	Almost Certain	5	Catastrophic (multiple deaths)
Benefit of activity		Low = 1-8	Medium = 9-14	High = 15-25

This model document was updated on **22.2.2021**.

It is being kept under review as updated guidance is published by the Government and reviews of the impact of COVID-19 by Public Health England.

Schools should share the results of their risk assessment with their workforce (including local union representatives). If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

The [DfE latest documents and guidance webpage](#) is being updated regularly

What are the significant, foreseeable, hazards? (the dangers that can cause harm)	Who is at Risk?	Current control measure (What is already in place/done)	What additional control measures can be put in place to reduce the risk further?
National guidelines are updated daily and academy lapses in following advice Guidance on response to infection is not followed- ie:- engage with the NHS Track and Trace process manage confirmed cases of	Staff, Pupils, Parents	Information Sharing The academy has the most recent information from the government, and this is distributed throughout the academy as appropriate. JR to ensure daily checks are made with Government updates Any changes in information to be shared with relevant staff (ie:- site, office staff, teachers and TAs, SLT and passed on to parents by text or email.	Principal, VP and Office Manager maintain daily updates. Covid 19 channel established on Teams where information can be disseminated to all senior leaders. Covid-19 Response team established to oversee any outbreaks Regular Covid-19 updates in Week Ahead bulletins to staff and newsletters to parents

	<p>coronavirus (COVID-19) amongst the academy community</p> <p>contain any outbreak by following local health protection team advice</p>		<p>Website information is updated regularly, as appropriate and Facebook/ texting used .to prompt parents Students updated in classes as necessary</p>	<p>Display posters and provide leaflets for staff and parents with guidance on Track and Trace and how/ where to get tested. Include messages on all newsletters and in Week Ahead emails. Make information available under the Covid-19 tab on the website JR to liaise with the Trust Comms team and to inform TS and DS of any confirmed outbreaks</p>
	<p>Poor Communication results in staff and pupils being unaware of potential risks.</p>	<p>Pupils, staff</p>	<p>All staff/students aware of current actions and requirements. JR has shared the time frame for planning and consultation. JR to share Risk Assessment with all staff. Staff to be consulted and issued with published Risk Assessment. Photos and social stories made available via website, as per previous reopening. Significant focus at the beginning of term on re-establishing routines and PSHE focus to support pupils in managing change. Pupils continue to be briefed regularly and by the use of posters, signage etc. and through assemblies. JR to review regularly and communicate reminders</p>	<p>Risk assessments to be circulated to all staff once approved by the Trust and unions. Daily reminders in classes about changes in routine, using the photos and social stories, where required. Communicate reminders via Week ahead to staff and weekly text to parents, where possible, and immediately where required.</p>
	<p>Spread of Covid-19 through academy and wider community</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community</p>	<p>Continue to utilise Covid-19 Response Plan for a Pandemic with Response team Train staff and pupils in understanding and implementing preventative measures in government guidance- ie:- good hygiene practice/ cleaning, maintain good ventilation and social distancing. Staff monitor the visible health of pupils and ensure parent emergency contact numbers are kept up to date. Share risk assessments with all staff and with parents and ensure that all pupils, staff and parents understand their roles and responsibilities in minimising the risk. Staff and Pupils with existing medical conditions known to the academy and risk assessments updated. Identify vulnerable children e.g. with underlying</p>	<p>Critical incident Team to understand roles in implementing the plan and associated measures. Follow latest guidance on protective measures at 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 Parents expected to adhere to all aspects of the plan that apply to them. Ensure that all staff and parents are aware of how to access a Covid-19 test and engage with the NHS Track and Trace system, if required. Communicate to parents the importance of government advice on catch it, bin it, kill it.</p>

			health conditions that may be affected by the current threat	Assess whether to cancel or postpone meetings and gatherings which involve significant numbers of external parties. In the event of a total closure, external community users should be notified.
	<p>Precautionary Measures to prevent transmission based around Good Hygiene and Cleaning and Social Distancing</p> <p>Adequate Cleaning and good hygiene are not maintained leading to an increased risk of infection.</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community</p>	<p>An enhanced system of work in relation to cleaning should be maintained with particular attention to high contact areas toilets, door handles, telephones, grab rails (indoors and outside)</p> <p>Maintain good hygiene measures and cleaning, and especially hand washing, at every opportunity.</p> <p>High stocks of PPE and Chemicals for cleaning are maintained.</p> <p>Regular checks to be made throughout the day to ensure adequate supply of cleaning products in all areas.</p> <p>Routine handwashing taught and displayed to all pupils, supervised, as required.</p> <p>Inform parents of hygiene expectations and for the need to communicate this message in the home environment.</p> <p>Pupils to wash hands before and after eating.</p> <p>Any external groups with community use of the academy building need to adhere to handwashing techniques.</p> <p>Public Health Advice on Covid-19 handwashing – Catch it, Bin it, Kill it posters around academy buildings</p> <p>Classrooms are laid out to minimize the risk to staff and pupils:-</p> <ul style="list-style-type: none"> -tables all facing the front (except Reception) -designated seats for pupils -minimal equipment in classrooms -rooms well-ventilated -displays to support learning in classrooms, that follow guidelines -all soft-furnishings removed from classrooms 	<p>'Hands, face, Space messages posted throughout the academy.</p> <p>Academy to adhere to additional Trust guidance document- Guidance on general cleaning of premises to minimise the spread of covid-19 (corona virus)</p> <p>Use appropriate PPE- Follow Trust guidance document - COVID-19 Guidance*: Use of Personal Protective Equipment.</p> <p>Follow Trust PPE Flowchart</p> <p>Ensure that all staff, including those in pods are familiar with COSHH information for cleaning products</p> <p>Sanitizer stations in all classes and at entrances.</p> <p>Cleaning kits in all classrooms, cleaning stations in all areas.</p> <p>All areas have dedicated cleaning staff.</p> <p>'Catch it, bin it, kill it' and other hygiene posters displayed around the academy and circulated to parents.</p> <p>Clear guidance shared with all staff on the importance of good hygiene and how to model this to others</p> <p>All students and all staff working with students are adhering to current advice on</p> <ul style="list-style-type: none"> • handwashing • 'catch it, bin it, kill it'. • Not touching eye,. Nose and mouth with unwashed hands <p>Staff lead by example and reiterate messages around good hygiene in classes, explaining why as well as how.</p> <p>All toilets and sinks to display information on good handwashing and 'catch it, bin it, kill it' posters.</p> <p>Community not to use the academy premises until further notice- all lettings cancelled.</p>

			<ul style="list-style-type: none"> -unvarnished wood products removed or cordoned off -separate timetabled session times, lunchtimes and break times -dedicated toilets within identified areas which pupils do not leave -restricted access to staffroom and office areas -identified first aiders in each area <p>Expectations that all classrooms and work areas must maintain natural ventilation from doors and windows to ensure adequate circulation of air</p> <p>Maintain social distancing measures at every opportunity.</p> <p>Staff to adhere to 2m social distancing expectations wherever possible.</p> <p>Pupils and visitors to maintain 2 m distancing</p> <p>All adults required to wear a face covering in public areas</p> <p>Suitable and sufficient signage on prevention and rules in and around the academy.</p>	<p>Review associated risk assessments impacted by Covid-19 such as First Aid, and Cleaning. Staff supervision for pupils in how to wash hands.</p> <p>Hand washing facilities in all class and toilet areas.</p> <p>Pupils trained in safe disposal of paper towels.</p> <p>All pupils to wash hands before and after eating and when moving from one area to another.</p> <p>Handwashing Social stories shared with parents of very young and vulnerable children, as required.</p>
	<p>Social distancing measures are not maintained or adhered to, leading to increased risk of infection.</p> <p>This could be as a result of:</p> <ul style="list-style-type: none"> -social distancing markings wearing away or being removed -staff, parents and pupils ignoring the guidance by not following the lines and 	Staff, pupils, visitors, vulnerable pupils and adults	<p>2m Social distancing lines in corridors and around the perimeter paths to be added to the Facilities Manager's daily check, to ensure that they are in place and clearly visible. This will also apply to the 2m staff box within classrooms and one way systems marked out on steps and stairs.</p> <p>Staff to report any damage lines or markings to the Facilities team on Parago.</p> <p>All pupils to be reminded about the importance of 2m distancing lines and to remind them that these are not to be removed.</p> <p>All staff to sign induction and to understand the need for social distancing as part of the strategic plan.</p> <p>Parents to be reminded about adhering to 2m social distancing lines when bringing pupils to school.</p>	<p>Create and share a travel plan for internal academy movements to include queuing areas, communal areas, staff only zones and prohibited areas. Where possible prohibited rooms will be locked.</p> <p>No parents to enter inside perimeter fencing on site (other than nursery parents) and minimise other adults to 1 per family.</p> <p>Review access and egress for emergency evacuation allowing for social distancing measures of 2m</p> <p>Regular reminders in communications about the importance of social distancing, especially for adults.</p> <p>SLT to model to staff and all staff to model to parents and pupils.</p>

	congregating in rooms or outdoor areas.		Staff to regularly model and explain protocols around 2m social distancing, both when moving around the academy and when with the children. Individual plans for pupils implemented for those who find maintaining social distancing challenging.	Regular reminders to pupils about social distancing in and around the academy through assemblies and class discussions. Restorative approaches to be used to remind pupils about the importance of social distancing where breaches have been made, and support plans reviewed if this becomes a regular occurrence. Social distancing to be referred to as action as well as physical change- eg:- social distancing in the staffroom as well as around corridors. Timetabling to reflect the need for maintaining bubbles, minimising opportunities for staff to move from one area to another. Continue with remote meetings where possible. Risk assess where additional meetings are required and seek permission from JR. Additional staff recreation areas created to ensure staff have adequate space for taking a break.
	<p>Interim measures become protracted and are implemented for a long period of time throughout the academic year, leading to complacency.</p> <p>Precautionary measures, from guidance, are not being followed in academy:</p> <p><u>Prevention:</u></p> <p>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have</p>	Pupils, staff, parents, visitors	<p>The plan and risk assessments to be reviewed each term (and if necessary, 6x per year) or until there is new government guidance to change current arrangements.</p> <p>Regular monitoring of systems to ensure that all aspects of the plan remain in place. This would benefit from Local Board involvement.</p> <p>Regular monitoring of infrastructure to ensure that all physical measures remain in place.</p> <p>Staff, pupils and parents to receive regular updates and information, including via a Covid-19 tab on the website.</p> <p>Ensure that expectations are supported by all current policies and annexes to policies, so that messages become part of practice.</p> <p>Appropriate action is taken and support given for any staff, parents or pupils who are not following the plan and adhering to guidelines.</p>	<p>JR to review in consultation with the Critical Incident group and to communicate any changes or aspects that need reiterating to staff, parents and pupils.</p> <p>SLT to monitor all aspects of the plan through observing practice, overseeing different operations and gathering feedback.</p> <p>JR to liaise with Local Board members and provide information.</p> <p>JR and Facilities team to monitor infrastructure through daily and weekly checks and agree any remedial action.</p> <p>Reminders of measures in all communication to parents and staff, via email, text, on the website and on Facebook.</p> <p>Good practice by staff to be acknowledged.</p> <p>Ensure that all staff understand that adherence to guidance is paramount and statutory and that complacency will not be tolerated.</p>

<p>someone in their household who does, do not attend settings</p> <ol style="list-style-type: none"> 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach 5) minimise contact between groups where possible 6) where necessary, wear appropriate personal protective equipment (PPE) 7) Numbers 1 to 4 must be in place in all settings, all the time. 8) Number 5 must be properly considered and settings must put in place measures that suit their particular circumstances. 9) Number 6 applies in all specific circumstances. 		<p>Good Hygiene Clear guidance shared with all staff on the importance of good hygiene and how to model this to others All students and all staff working with students are adhering to current advice on ☑ handwashing ☑ 'catch it, bin it, kill it'. ☑ Not touching eyes. Nose and mouth with unwashed hands</p> <p>Staff lead by example and reiterate messages around good hygiene in classes, explaining why as well as how. All toilets and sinks to display information on good handwashing and 'catch it, bin it, kill it' posters.</p> <p>Cleaning Estates Team to follow advice from NHS/Trust on the cleaning products we should be using in academy to ensure that these meet necessary standards Follow additional Trust guidance document- Guidance on general cleaning of premises to minimize the spread of covid-19 (coronavirus) •Door handles, doors and toilets are cleaned during the day and paper hand towels are regularly re-filled. •To provide hand sanitizer stations for reception area, all classrooms and all entrances to the academy and in the large hall.</p> <p>Cleaning Staff: Follow additional Trust guidance document- Guidance on general cleaning of premises to minimize the spread of covid-19 (coronavirus) •Ensure that all toilet facilities are well stocked •Ensure that cleaners' resources are adequate and are effective against Coronavirus.</p>	<p>Ensure that guidance is circulated to parents and time is given for all pupils to understand- visuals for younger children. Class 'bubble' contracts to be re-negotiated Pupils to be reminded of how to use 2 metre markers outside toilets and classroom doors Use texting service to notify parents of information available on the website. Cleaning box in each class and are. All staff with access to any cleaning equipment read and sign COSHH risk assessments for the products used, as part of September return induction All cleaning products stored out of reach of children.</p> <p>Cleaning Staff Throughout Term 4, Increase the number of cleaners so that there is 1 cleaner allocated to 1 area (2 classes) Provide flowchart for different levels of PPE:- eg:- cleaning of classroom equipment requires gloves but not face masks, toilets would require all PPE. Cleaners to be provided with face masks, gloves and disposable aprons. Cleaners trained to replace PPE when moving from one area to another and how to dispose of safely Pupils to be trained in how to use 2m social distancing lines 2m distancing lines in corridors are marked down the centre to create a 1 way system for when classes encounter people walking the other way</p> <p>Class 'Bubbles' Class 'bubbles' have their own start and finish times, playtimes, lunch times and playgrounds, etc. Children to be taught the importance of socially distancing from others Each class 'bubble' to have a designated entrance onto the academy site</p> <p>Staff</p>
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			<p>Social Distancing Minimise contact between groups at all times where possible 2m distancing lines are marked out around the academy site including: -Outdoor paths to the inner fence -Outdoor paths around the building -Corridors -Areas around toilets Stairs have 1 way system marked out- children and staff to be trained to keep left Parental access restricted to outside the inner fencing (except for nursery parents) and a one way system instigated on pathways where possible Staggered start and finish times for different class 'bubbles'- 4 different timings covering 3 entrances 'Class Bubbles' All children to be kept within their class 'bubbles' and to be kept separate from other class 'bubbles' through flexible timetabling Staff All staff to adhere to social distancing expectations within and around the academy Visual reminders to be displayed in staff areas as reminders of social distancing A register to be kept of all staff, pupils and visitors accessing a class 'bubble' and the date/time Visitors Visitors to the academy are to be kept to a minimum and a record kept of where they access Visitors to adhere to academy expectations and social distancing guidance</p>	<p>Regular reminders to staff by email, via the Week Ahead Visitors Provide an information leaflet for all visitors including information about good hygiene and social distancing</p>
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	Clinically vulnerable pupils & adults in the academy are exposed to illness, including those in BAME groups.	Clinically vulnerable Staff, Pupils and other family members	<p>Academy communicate appropriately with parents of their most vulnerable pupils; Health care plans are updated and instruction from GPs followed, including working from home if recommended.</p> <p>JR to liaise regularly with all clinically vulnerable staff and those living with others who are clinically vulnerable.</p> <p>JR, ABM and SENCO identify the most vulnerable pupils and staff from current medical information</p> <p>JR to revise existing individual risk assessments for clinically vulnerable staff, as required.</p> <p>Academy communicate appropriately with any adults who are vulnerable.</p> <p>Ensure that 2m social distancing measures are in place at all times for clinically vulnerable adults</p>	<p>Individual risk assessments reviewed and updated before children return</p> <p>Staff and pupils identified as shielding are supported to work from home</p> <p>Instigate home visits into Safeguarding staff rota.</p> <p>Discuss home learning options with parents of child to enable them to keep up with learning of peers.</p> <p>Parents and staff updated at all times of any increased risk of exposure.</p> <p>PPE provided for intimate care needs of vulnerable children for their protection.</p> <p>If exposure is likely, staff to shield and work remotely.</p> <p>Remote learning provided for pupils</p> <p>Minimise need for pupils and staff who are vulnerable from working between bubbles.</p>
	Staff do not report sickness Staff are unwell but attend Academy Staff absence increases	Staff, pupils	<p>National Guidelines: People who feel unwell should stay at home and should not attend work or any education or childcare setting. Follow- https://www.gov.uk/coronavirus?gclid=EAlaIqobChMI6KLqzoWx6QIVQuDtCh0bpg-JEAAAYASAAEgLCvD_BwE</p> <p>Principal will:</p> <p>Communicate to staff the importance of following national guidelines in Week Ahead and PDMs and disseminate copies of risk assessments to staff</p> <p>Remind staff of absence policy, and clarify work expectations for lockdown, self-isolation and sickness</p> <p>Staff to inform JR immediately of contact with anyone who has symptoms of virus, is self-isolating or tests positive for Covid-19 and follow medical advice.</p> <p>Teaching Staff Absence</p> <p>The academy will aim to cover the class using other staff available or, where necessary, supply staff.</p> <p>In the event of significant staff absence, JR, supported by the Trust will review the viability of the academy remaining open. JR will consult with the Trust. If the academy is to be closed then this</p>	<p>Guidance (and any updates) circulated to all staff including flowchart on what to do if symptomatic or if they or a household member test positive.</p> <p>Ensure that staff are aware of Tracking and Tracing and self-testing information.</p> <p>Staff who are symptomatic should self-isolate for 7 days (and their family for 14 days), unless testing is negative.</p> <p>Report confirmed cases to DS/ TS and notify all staff and parents in the class 'bubble'.</p> <p>PHE to advise on any further action, especially where there are 2 confirmed cases.</p> <p>Lateral Flow Testing facilitated for staff- see Lateral Flow Plan and Risk Assessment and Plan.</p>

			will be communicated to staff and parents via email, letter and the school website. If the Principal is sick, the Vice Principal, RS, supported by the Trust, will lead the academy	
	<p>Staff do not report travel abroad or to higher Tier areas, or that a member of their household has done so.</p> <p>Parents and Pupils do not report travel abroad.</p>	Staff, pupils, parents	<p>Staff advised to follow latest National Guidelines if travelling, including any advice regarding quarantine or testing on return- See link below for specified countries https://www.gov.uk/government/publications/covid-19-specified-countries-and-areas People who are symptomatic (dry cough, fever, breathlessness) after travelling abroad should self-isolate and not attend work or school. They should follow the testing guidance. Estates Team to remind contractors to follow guidelines in accordance with National Guidelines</p>	<p>Communicate to staff the importance of following national guidelines in weekly bulletins, especially prior to holiday periods Remind staff to follow the sickness policy during lock down period/staff self-isolation Staff asked to make JR aware of any travel plans with dates and destinations for over the summer in Week Ahead. Parents asked to follow latest guidance if they have or their child feel unwell after travelling abroad and to inform the academy. Communicate information about the importance of reporting travelling abroad to parents via newsletters. Follow up on any reports made by other parents about pupils who may have returned to school following a holiday abroad by contacting the parents for clarification. Remind parents about attendance expectations and FPNs for taking holidays during term time.</p>
	<p>Suspected or confirmed case in staff member or pupil or staff with a family member connected to the academy. No symptoms of Covid-19 displayed within the academy or later that day.</p> <p>Siblings at another School report being unwell and family confused as to appropriate action</p>	Pupils, pupils from vulnerable groups, Staff, staff from vulnerable groups, visitors, wider community	<p>Whole family to self-isolate for a period of 14 days in line with Government guidance follow link https://www.gov.uk/coronavirus?gclid=EAlalQobChMIh7Xz345x6QIVYoBQBh12XQwSEAAAYASAAEGKIRPD .</p> <ul style="list-style-type: none"> •Normal system of work in relation to cleaning should be maintained with particular attention to high contact areas toilets, door handles, telephones, grab rails. •Observe social distancing requirements of 2 metres wherever possible. 	<ul style="list-style-type: none"> •It is recommended that regular contact is made to the Academy Principal. •Follow additional Trust guidance document- Guidance on general cleaning of premises to minimise the spread of covid-19 (corona virus) •Use appropriate PPE- Follow Trust guidance document - COVID-19 Guidance*: Use of Personal Protective Equipment. •Follow Trust PPE Flowchart <p>Contact other agencies involved as available. Instigate home visits into Safeguarding staff rota, if appropriate. Reinstate home learning options with parents of child to enable them to keep up with learning of peers. Parents and staff updated at all times of any increased risk of exposure.</p>

			<ul style="list-style-type: none"> •Next of Kin/Emergency Contact details for all staff <p>Academy communicate appropriately with parents of their most vulnerable pupils; Health care plans are updated and instruction from GPs followed, including working from home if recommended.</p> <p>JR to liaise regularly with all clinically vulnerable staff and those living with others who are clinically vulnerable.</p> <p>JR, ABM and SENCO identify the most vulnerable pupils and staff from current medical information</p> <p>JR to revise existing individual risk assessments for clinically vulnerable staff, as required.</p> <p>Academy communicates appropriately with any adults who are vulnerable.</p> <p>Ensure that 2m social distancing measures are in place at all times for clinically vulnerable adults</p>	<p>PPE provided for intimate care needs of vulnerable children for their protection.</p> <p>If staff have been exposed, ensure that regular LFT is carried out.</p>
	Increased risk of infection due to child or adult having family member in another bubble	Staff, pupils, parents	<p>Academy negotiates arrival times and entrances for parents with more than one child.</p> <p>Pupils in family groups use social distancing measures when walking around the academy site and adopt good hand hygiene on arrival.</p> <p>Parents and staff report any illness in family to JR immediately.</p>	<p>Parents discouraged from waiting on site.</p> <p>Parents and staff follow self-isolation guidance if any family member becomes symptomatic.</p> <p>Pupils arriving early/ leaving late to remain in class 'bubble' until their class arrives/ leaves.</p> <p>Parents to wear a face covering onsite.</p> <p>Regular reminders on expectations in newsletters</p>
	Increased risk because some staff move from class to class	Staff, pupils	<p>As a general rule, staff are not expected to casually move from bubble to bubble and do not congregate in areas together during or after school.</p> <p>Only staff timetabled, or authorized, to do so should be entering classes.</p> <p>Sanitizing stations located in all classes- staff expected to use these when moving from area to area, or room to room.</p> <p>Class 'bubbles' to maintain a record of all visitors and adults who enter the area, including timings that they are present.</p>	<p>JR to communicate via the plan and in weekly emails. SLT, PPA and intervention staff are identified and, where possible to class staff.</p> <p>Those staff are expected to adhere to good hygiene and social distancing measures at all times.</p> <p>PPA Staff to have their own equipment in each room.</p> <p>Equipment removed from an area must be cleaned and 'quarantined' for 72 hours before being used elsewhere.</p> <p>Additional staffroom created in KS2.</p>

				PPA staff and those moving from room to room advised to wear a face covering where possible and to maintain good hygiene routines
	Child or adult shows symptoms whilst at the academy	Staff, pupils	<p>All staff understand the symptoms of COVID-19 and follow academy agreed process.</p> <p>Staff report to JR.</p> <p>Staff to get advice from NHS 111 immediately and PHE team. Advice on cleaning spaces will be given by PHE – await advice. PHE contact information - https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19</p> <p>Estates Team: Advice on rubbish which may have been contaminated: all waste that has been in contact with the individual – including tissues should be put in a plastic bag and tied, then placed in another plastic bag and tied. The bag should be marked and stored in a safe place until results are available. If the test results are negative – to be put with normal waste. If positive, to follow the advice of PHE. See further Trust guidance document - <i>Guidance on general cleaning of premises to minimize the spread of covid-19 (corona virus)</i></p> <p>Staff to self- isolate – advise journey home by car, not public transport</p> <p>Child reported to JR/SLT and taken to the area isolation room</p>	<p>Isolation rooms identified in close proximity to each class ‘bubble’</p> <p>Digital thermometers are available with JR/ AP and can be used to check temperatures, as required. These must be cleaned and returned after use.</p> <p>JR/ SLT to be notified so that isolation and collection of child can be implemented.</p> <p>Isolation area to be set up so that there is good social distancing for a supporting adult, PPE available and good ventilation. 2m social distancing to be maintained where possible.</p> <p>Isolation Room to be locked and deep cleaned once child is collected using a fogger.</p> <p>Staff member to use a LFT if required.</p>
	Shortage of support service staff, such as: Facilities Manager, cleaners, Admin staff, First Aiders	Staff, parents, pupils	<p>Teaching Assistants to provide temporary cover for essential Admin roles.</p> <p>Set up rotas for staff to lessen the impact on individuals.</p> <p>Liaise with deputy roles and confirm understanding of responsibilities</p> <p>Identify key post holders such as first aiders or learning support and create a rota system with deputies to maintain minimum staff numbers.</p>	<p>Encourage parents to only contact the academy in the event of an emergency.</p> <p>Reassign support staff to core health & safety functions within the academy</p> <p>Explore the option to share support staff with neighbouring academy/schools.</p>
	Shortage of Staff- Teachers, TAs , Absence of academy leadership	Staff, pupils	<ul style="list-style-type: none"> Put in place measures to check on staff wellbeing (including for leaders) – for both those who will be working on site and those who are working from home Regular KIT meetings / one to ones 	<ul style="list-style-type: none"> Explore other options with neighbouring Academies/schools. Explore staggered/staged attendance to minimise risk

			<ul style="list-style-type: none"> •Regular contact with any staff working from home, including via Teams / phone •Access to Trust Welfare support package (e.g. Employee Assistance Programme, Mental Health First Aid Support, Trust comms) 	
	Short and longer-term effects on Staff Well-being	Staff, pupils	<ul style="list-style-type: none"> •Put in place measures to check on staff wellbeing (including for leaders) – for both those who will be working on site and those who are working from home •Regular KIT meetings / one to ones •Regular contact with any staff working from home, including via Teams / phone •Access to Trust Welfare support package (e.g. Employee Assistance Programme, Mental Health First Aid Support, Trust comms) 	<ul style="list-style-type: none"> •Phase leader team briefings •SLT led team briefings •Break times / dedicated staff space provides for socialization, subject to social distancing rules •Recognition of staff commitment and flexibility •Provide contact details for Trust HR Wellbeing specialist •Individual risk assessment where issues / concerns are expressed or identified
	Staff or pupils are at increased risk of infection due to travelling on public transport	Staff, pupils	Ensure that staff and pupils adopt good hygiene practice and wash/ sanitize hands on arrival. Academy can provide a disposable face mask in an emergency to pupils not collected by parents who use public transport to get home.	Request information from parents/ staff regarding travel arrangements to school and share public transport guidance. Academy to support pupils in removing face masks safely and storing these in sealable plastic bag until they return home.
	Staff returning to work after long term absence due to Covid-19 (ie:- shielding/ household shielding/ clinically vulnerable, BAME, unpaid leave)	Staff, vulnerable staff	<ul style="list-style-type: none"> •Individual risk assessment •Provide induction / training and guidance •Regular KIT meetings / one to ones 	<ul style="list-style-type: none"> •Explore any additional measures, including alternative duties and continued home-working <p>Review individual risk assessments for individuals who returned in June 2020 through KITs.</p>
	Pupils struggle to reintegrate into school routines and adapt to the changes implemented Pupils become distressed on arrival at school	Pupils, staff	<p>Ensure that there is good transition information for all pupils prior to the summer holiday, including social stories and welcome packs from their next teacher.</p> <p>Teachers to lead clear introduction sessions to new classes that incorporate different expectations.</p> <p>Class staff to be available to meet and greet pupils each morning.</p>	<p>Revisit behaviour policy with all pupils.</p> <p>All staff to adopt restorative approaches to supporting pupils who are struggling to reintegrate into routine, to build relationships and help them to make a contribution to the community.</p> <p>Pupils to tour allotted areas again and use photos/ social stories to highlight changes.</p> <p>Renegotiate class contracts with pupils.</p>

			<p>Teachers to plan significant focus on PSHE, change and well-being for Term 4 and beyond.</p> <p>Review of behaviour policy to reflect current guidance and restrictions.</p> <p>Review of individual behaviour plans to reflect current guidance and restrictions.</p> <p>Clear sharing of expectations for behaviour during reopening and why some activities are restricted .</p> <p>The curriculum is broad and balanced and stimulating for pupils, and enables them to re-engage with school learning and routines as well as enrichment activities.</p>	<p>Parents reminded of expectations for behaviour.</p> <p>Learning opportunities to focus upon the restoration of community and relationships, using reading and or curriculum at the core-significant focus upon engagement.</p> <p>Support Plans for identified pupils reviewed and others to be drawn up by class teachers as required.</p> <p>Classroom 'bubble' staff to be available to support pupils into class each morning.</p> <p>Outdoor activities central to learning.</p>
	The planned broad and balanced curriculum cannot be delivered or is not appropriate for the pupils receiving it	Pupils, staff	<p>See 'Curriculum and Learning Recovery Plan'</p> <p>The academy has planned an appropriate, broad and balanced curriculum in line with the National Curriculum which has been adapted to place the building of relationships and the community at its core.</p> <p>Term 4 will have a strong PSHE focus based around recovery after trauma- (Barry Carpenter's 5 levers).</p> <p>Reading and knowledge through the Curriculum Learning Journey will provide the</p>	<p>Staff to support pupils' well-being on return and record any concerns to parents.</p> <p>Daily routines to explore change, anxiety, emotional well-being.</p> <p>All learning journeys to enable children to engage in active learning</p> <p>Children to have access to equipment which is allocated to them- whiteboards, pens, base 10 etc.</p> <p>Teachers must regularly review and adapt learning delivered</p>
	Pupils with Education, Health and Care Plans' needs, and those who are on a clear pathway to achieving this, are not met effectively	Pupils, parents	<p>Existing Risk Assessments should be adapted should the children return to school</p> <p>Holistic approach to the provision for these children, considering the appropriateness of 1:1 or small group support, as well as supporting their emotional needs</p> <p>Review of provisions used to support the child prior to lockdown and whether these remain appropriate.</p> <p>Liaise with parent about supporting the child back into the academy.</p>	<p>Provide with familiar adult, if possible and a familiar place</p> <p>Staff in class bubble made aware of the needs on the EHCP and expected to support in meeting their needs</p> <p>Plan provision for intervention with the class teacher.</p> <p>Use visuals and social stories to support child.</p> <p>Intervention teams to support class bubble staff in building strategies to support the child.</p>
	Pupils access learning resources that have not been maintained or cleaned in line with the cleaning and good hygiene guidelines.	Pupils	<p>Recorded learning must be done into workbooks that showcase the story of learning, not on worksheets, to minimize risk of cross-contamination.</p> <p>Consider safe use of resources- essential items allocated to each child's work station and cleaned regularly.</p> <p>Reading materials can be used but must be cleaned and 'quarantined' for 72 hours after use.</p>	<p>See worksheet policy for guidance on when worksheets can be used.</p> <p>All pupils to have their own stationery and whiteboards in a plastic bag.</p> <p>Books to be carefully sourced for maximum learning and to remain at child's station until period of use ends, when they are cleaned and 'quarantined.'</p>

			All computers used by pupils must not be used by more than one pupil and must be cleaned regularly.	Laptops allocated for the week and named. All laptops cleaned thoroughly Foggers to be utilised with outdoor and hall equipment
	<p>Pupils do not, or cannot, adhere to the social distancing measures that have been implemented and put others at risk,</p> <p>Pupils with individual behaviour plans require positive handling to keep themselves, staff and other pupils safe</p>	Pupils, staff	<p>Academy staff to make expectations very clear to all pupils: Communication to parents prior to re-opening and frequently when re-opened Reminders given each day to all pupils regarding expectations Signage and floor markings around the academy Individual behaviour plans/ provision maps to be updated Compilation of social stories to support some pupils Positive Handling should only ever be used as a last resort in order to keep pupils and staff safe. This is more important than ever, as social distancing should be in place for all pupils. Review of Behaviour Policy taking account of significant needs Individual support plans to be implemented. Restorative strategies to be used for children who find social distancing difficult. Review risk assessments and individual behaviour plans Ensure that staff maximise use of de-escalation strategies Consider location of children in the academy building in order to provide a safe space where possible</p>	<p>Class contract and daily reminders/ rewards for good social distancing Play 2m distancing games High level of adult supervision Ensure that behaviour plans and any Risk Reduction Plans are shared with parents and backed up with visual prompts and support for children. Outline in the Behaviour Policy annex A consequences for children who breach amendments. Regular communication with parents, including reporting where RPI has been used. Ensure that children have a familiar adult and agreed 'time out' space within the area of their class 'bubble'. Individual support plans to be implemented. Restorative strategies to be used for children who find social distancing difficult.</p>
	<p>PE and Sports Activities</p> <p>Pupils and staff do not comply with expectations for PE and Sports activities which increases the risk of infection-</p>	Pupil, staff	<p>Clear expectations for the teaching of PE to be planned and agreed, in line with PE Hub. PE activities to be planned so that they comply with social distancing expectations. This may require some adaptations to groups sizes if lessons occur indoors. All equipment to be cleaned after every use. Where possible, equipment should not be shared between bubbles. If it is, it must be cleaned between uses</p>	<p>PEhub planning to be used to structure PE sessions throughout the academy. PE to take place outside where possible- Classes to consider continuing with the daily mile. Cleaning equipment for PE equipment to be made available. Colour code equipment where possible for different classes and purchase sufficient</p>

	<p>-contact sports continue</p> <p>-social distancing and good hygiene expectations are not maintained</p> <p>-equipment is not cleaned</p> <p>-pupils refuse to accept that they cannot engage in contact sports</p>		<p>and 'quarantined' for 72 hours before being passed on.</p> <p>There should be no contact sports, either in lessons or as part of breaktimes. Pupils will need to be educated about the reasons for this.</p> <p>Pupils to adopt good hygiene practices when preparing for and ending physical activity, including sanitizing hands.</p> <p>Arrangements for changing into, and out of, PE kits need to be made so that they comply with good hygiene and social distancing measures.</p> <p>PE kits to be brought in on the day of PE and taken home for washing at the end of the day.</p> <p>All pupils to be responsible for their own clothing during and after changing for PE.</p> <p>Pupils will not be allowed to bring in a change of shoes for playtimes.</p> <p>Communication with parents about expectations for playtime activities- ie:- no contact sports.</p> <p>Ensure that the Behaviour Policy Annex A is shared with pupils and parents in relation to playtime behaviours.</p>	<p>equipment to ensure that each class has adequate supply.</p> <p>PE activities in indoor spaces placed on a rota.</p> <p>Fogger to be used after indoor sports sessions</p> <p>Windows to be opened to provide good ventilation for any indoor sports activities.</p> <p>Playtime staff to provide a range of playtime challenges that do not require contact activities.</p> <p>Launch of Hollington 100 to support physical activities.</p>
	<p>Wrap-around care does not follow the guidance being followed within the rest of the academy</p>		<p>National guidelines state that in after school activities pupils must maintain good hygiene practices and maintain social distancing.</p> <p>Where possible, pupils in Breakfast and After School clubs will socially distance from children from other class 'bubble'</p> <p>Pupils from same class 'bubbles' to remain together where possible.</p> <p>After school sports clubs suspended until statutory educational provision is re-established (review October 2020).</p> <p>Priority to be given to pupils whose parents are Key Workers.</p>	<p>All children and adults wash/ sanitize hands when moving to/ from wrap around provision.</p> <p>Places in wrap around care to be limited and reserved for children of critical workers.</p> <p>Parents informed that all wrap around care must be pre-booked.</p> <p>Pupils who are late being collected remain in their class 'bubbles' until they are collected and are not placed in After School Club.</p> <p>Food will not be prepared during Breakfast or After School Club but children can eat food that they bring to school for themselves, following guidance for eating in school.</p> <p>Monitor reduced income to ensure that staffing costs are covered.</p>

	<p>The Safeguarding Team is overloaded as a result of an increase in caseload following the lockdown period, resulting in some safeguarding issues being missed.</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community</p>	<p>Revise the current Safeguarding Policy to reflect reopening and the revised KCSIE 2020. Establish clear lines of responsibility and communication for the new Safeguarding team within the academy. Provide clear guidance on recognising and supporting pupils with mental health issues Assess the known academy caseload and update the DSL team. Ensure attendance at all RCPCs and core group meetings for caseload families. Maintain termly safeguarding supervision meetings for the Safeguarding Team, including mental health provision. Ensure clear lines of communication with parents (especially those of vulnerable children), other agencies (including Children's Services) and other DSLs. Allocate new families and ICPCs to DSLs based upon information received. LB member for Safeguarding to be kept informed termly of caseload. Revise the Attendance Policy ensure there is a rigorous system for managing pupils' attendance and supporting all pupils back to school. Ensure that the recovery curriculum provides sufficient time and opportunity for the community to rebuild and support change/ loss.</p>	<p>Update safeguarding training for all staff, including sharing new Safeguarding team. Continue to extend DSL training to all of SLT and induction for new Safeguarding Officer. Engage with Key Worker provision where possible and other mental health support (see Mental Health overview) to support pupils and families, coordinated by the SENCO. JR- strategy meetings, other families allocated to DSLs as appropriate. Attendance to be high-priority- JR to support the new Attendance Officer into the role and to meet with parents of slow/non-returners or poor attenders, especially those with a history of PA to put actions in place. Survey asking parents to share their concerns about the September return used to provide a FAQ sheet for the website that will hopefully reassure parents to send children back to school. Signpost families to additional support networks, including those for mental health for both adults and pupils. Recovery curriculum to have a strong focus upon mental health- Barry Carpenter's 5 levers model. All staff to be trained in understanding and supporting this.</p>
	<p>Catering</p> <p>Catering company is not aware of the academy's plans for reopening.</p> <p>Catering staff absent – lunch no longer available</p>	<p>Staff, Pupils, catering staff</p>	<p>Catering team to share their risk assessment with academy. Academy to share reopening plans with catering company, including lunchtime arrangements. Catering Manager to work with the academy to ensure precautions are in place for all staff on site including Washing hands, Use of sanitizer, Wearing gloves and hair nets and uniform, Thorough cleaning of kitchen at the end of every service. Ensure that academy staff know expectations for lunch service and the need for good hygiene and social distancing during these periods. Hot meal option to be made a preference for school meals. Ensure that this is achieved with</p>	<p>Regular contact and communication with the kitchen staff. Contact details are held by the Principal, VP and SENCO. Liaise with new catering company to ensure that all expectations for lunches are understood, including expectations around cleaning, good hygiene and social distancing. Pupils to have dedicated 'bubble' slots in the 2 halls for eating lunches. All tables used sanitized between sittings. Cleaning of cutlery, disposal of rubbish/ waste, routines for serving and cutting food. Regular contact and communication with the kitchen staff. Contact details are held by the Principal, VP and SENCO.</p>

			thorough hygiene measures implemented for serving food and clearing up areas after service.	
	<p>Cleaning</p> <p>Cleaning staff absent – cleaning no longer available</p> <p>Cleaning staff are new or temporary and do not follow guidance in the plan</p>	Staff, pupils	<p>Cleaning Team to ensure precautions are in place for all staff on site, including Washing hands, Use of sanitizer, Wearing gloves and disposable PPE. Facilities Manager to provide induction, and where possible shadowing, for new or temporary cleaning staff to include Washing hands, Use of sanitizer, Wearing gloves and disposable PPE in addition to cleaning routines and expectations. All cleaning staff, whether temporary or permanent, to be made aware of COSHH information.</p> <p>Estates Team to inform JR of any staff off sick with associated symptoms. Ensure that cleaning staff contact JR/ ABM by 9am on their day of work if they are unable to attend work</p> <p>If no cleaning staff are available local employment agencies to be contacted to ascertain availability of cover cleaners</p>	<p>Contact details for JR and ABM given to all cleaners.</p> <p>All cleaning staff to be trained in cleaning within designated cleaning areas as part of the extraordinary Covid-reopening plan.</p> <p>Additional cleaners secured for this period to increase capacity and to ensure that high level of cleaning is maintained.</p> <p>ABM to develop close relationship with Agency (Baileys) to support with access to additional and stand-in cleaners.</p> <p>Facilities Manager and Assistant Caretaker to facilitate cleaning as required.</p> <p>Signpost cleaning stations in all designated areas so that staff can identify location</p>
	The demands of the plan place additional pressures upon the budget, resulting in the academy over spending in some areas.	Trust, academy, staff, pupils	<p>Enhanced cleaning needs to be in place to instil confidence for some periods from September. Specialist Deep cleaning may be required at some point throughout the year.</p> <p>Cleaning stocks need to be maintained at a high level at all times to ensure that there is not a shortage.</p> <p>Additional cleaning costs are no longer funded through the Covid-19 additional funding.</p> <p>Staffing during peak times may need to be diverted to managing pupils on and off-site. This could particularly impact upon the Safeguarding team, SLT and intervention TAs.</p>	<p>Additional cleaner costs and cleaning costs to be met from the overall maintenance and facilities cost centres where required.</p> <p>Monthly monitoring of costs.</p> <p>Aim to reduce to normal cleaning as early as possible within the academic year.</p> <p>Review the roles of the Facilities Team to identify where some cleaning duties can be distributed.</p> <p>Ensure that cleaning stocks are maintained for classroom staff to maintain ongoing cleaning, in order to reduce the pressure on the cleaning team.</p>

				Establish a rota for overseeing pupils' arrival and leaving the site, that meets safeguarding requirements and uses class 'bubble' staff.
	<p>Plan C1 (closure of a 'bubble' or area) is implemented as a result of an outbreak, as advised by PHE and the Trust.</p> <p>The academy comes under public scrutiny as a result of a partial closure.</p> <p>Parents and staff lose confidence in the academy's ability to keep pupils safe.</p> <p>Negative reputational damage.</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community Parents</p>	<p>Ensure that the Critical Incident Plan is accessible and updated and that members of the Crisis Team understand their roles. JR to liaise with the Trust's Comms team to prepare communications with:</p> <ul style="list-style-type: none"> -parents -wider community, including media -staff <p>Investigation by Crisis Team in liaison with Trust and review of RAs/ the overall plan. Communication to include information about self-isolation, booking a test, Track and Trace and maintaining communication, as well as confirming the expected return date following self-isolation. Maintain communication with all families throughout the closure. Ensure that the 'Remote Learning Strategy' is implemented for affected pupils and that this is communicated to staff and parents. Parents with limited technology to be identified prior to lockdown and alternative remote provision given. Deep cleaning to be carried out within affected areas- areas to be cordoned off with entry prohibited. Plan reopening transition activities with clear expectations around returning to the academy to support parents and pupils back to school after self-isolation.</p>	<p>Roles and responsibilities identified within the plan and key contact detail included. Comms team to support with all communication for all groups including parents of other pupils in the academy. All staff to be prohibited from communicating directly to any groups about the closure, including media, and to avoid making any comments on social media. JR to liaise with TS and DS and to conduct investigation into cause. Risk Assessment to be reviewed and actions taken where required, including communication on findings with parents/ staff. Telephone/ welfare checks to be carried out daily for vulnerable pupils and weekly for other pupils. Staff to check in daily with JR. Class teacher to set daily learning activities for all pupils that are in line with learning that would have been delivered in school, but are adapted for home learning. Class teacher to maintain communication through class dojo, group emails and Purple Mash activities, where possible. Parents with limited technological access have been identified through survey. Deep cleaning to be coordinated by Facilities Manager in liaison with DS. SLT to be proactive in welcoming pupils and parents back to the academy after lockdown. Trust to sign off reopening</p>

	<p>Plan C2 (closure of the whole academy) is implemented as a result of an outbreak, as advised by PHE and the Trust.</p> <p>The academy comes under significant public scrutiny as a result of a partial closure.</p> <p>Parents and staff lose confidence in the academy's ability to keep pupils safe.</p> <p>Negative reputational damage including media presence on site.</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community</p>	<p>Critical incident plan to be implemented after consultation with the Trust and PHE. JR to liaise with the Trust's Comms team to prepare communications with:</p> <ul style="list-style-type: none"> -parents -wider community, including media -staff <p>Investigation by Crisis Team in liaison with Trust and review of RAs/ the overall plan. Communication to include information about self-isolation, booking a test, Track and Trace and maintaining communication, as well as confirming the expected return date following self-isolation. Maintain communication with all families throughout the closure. Ensure that the 'Remote Learning Strategy' is implemented for affected pupils and that this is communicated to staff and parents. Parents with limited technology to be identified prior to lockdown and alternative remote provision given. Deep cleaning of entire site to be implemented at earliest time to ensure that the academy can reopen as soon as it is safe to do so. Review of reopening plan to be made and share with all staff and parents. Increased monitoring of processes in place after return.</p>	<p>Comms team to support with all communication for all groups and media All staff to be prohibited from communicating directly to any groups about the closure, including media, and to avoid making any comments on social media. JR to liaise with TS and DS and to conduct investigation into cause of closure Risk Assessment to be reviewed and actions taken where required, including communication on findings with parents/ staff. Telephone/ welfare checks to be carried out daily for vulnerable pupils and weekly for other pupils. All Staff to self-isolate and to check in daily with line manager. Class teachers to implement 'Remote Learning Strategy' and set daily learning activities for all pupils in line with learning that would have been delivered in school, but are adapted for home learning. Maintain communication through class dojo, group emails, texting, the website and Facebook, as well as telephone calls (JR/ RS and Safeguarding). Parents with limited technological access have been identified through survey and will be contacted by telephone. Deep cleaning to be coordinated externally with JR and DS. SLT to be proactive in welcoming pupils and parents back to the academy after lockdown. Trust to sign off reopening</p>
	<p>Parents are not confident in sending their children back to the academy and keep them at home, impacting upon the children's learning, attendance and potential outcomes for the child and the academy.</p>	<p>Trust Pupils,, staff, wider community</p>	<p>The government expects all pupils and staff to return to school full-time Ensure that the academy's systems are robust and that they are implemented rigorously, with significant focus upon social distancing, maintaining 'bubbles' and good hygiene practices at all times</p>	<p>Provide clear communication to all parents that pupils are expected to return to the academy Review the academy Attendance Policy to reflect this period and ensure that absences is followed up rapidly and appropriately Plan aspects of the curriculum around supporting pupils back into school JR to meet with all parents of pupils expressing anxiety about returning to school and formulate a plan</p>

				<p>Pupils who do not return and cannot be contacted will be reported as CME</p> <p>Liaise with outside agencies in supporting pupils back to school</p>
	<p>Suspected or confirmed case in staff member or pupil or staff with a family connected to the academy. No symptoms of Covid-19 displayed within the academy or later that day.</p>	<p>Pupils, Pupils from vulnerable groups, Staff, Staff from vulnerable groups, Visitors, Wider Community</p>	<p>Whole family to self-isolate for a period of 14 days, get tested and engage with Track and Trace if required in line with Government guidance: https://www.gov.uk/coronavirus?gclid=EAlaIQobChMIh7Xz34Sx6QIVYoBQBh12XQwSEAAAYASAAEgKIRPD_BwE .</p> <p>Normal system of work in relation to cleaning should be maintained with particular attention to high contact areas toilets, door handles, telephones, grab rails.</p> <p>Observe social distancing requirements of 2 metres wherever possible.</p> <p>Next of Kin/Emergency Contact details for all staff</p>	<p>It is recommended that regular contact is made to the Academy Principal.</p> <p>Follow additional Trust guidance document- Guidance on general cleaning of premises to minimise the spread of covid-19 (corona virus)</p> <p>Use appropriate PPE- Follow Trust guidance document - COVID-19 Guidance*: Use of Personal Protective Equipment.</p> <p>Follow Trust PPE Flowchart</p>
	<p>School meals kitchen total or partial closure affecting school meals provision</p>	<p>Pupils</p>	<p>The ability for school meals to deliver meals from a hub kitchen.</p> <p>Alter menu in line with supply chain capacity and availability.</p> <p>Trust to liaise with school meals provider</p> <p>Adjust meals service to reflect social distancing measures of 2m.</p> <p>FSM children accessing the academy can receive a packed lunch</p>	<p>Provide packed lunch option only to minimise transmission in line with social distancing measures of 2m, which are prepared and stored for each pod.</p> <p>Text/email alert to parents to provide pack lunch. ·</p>
	<p>Contractors and Visitors Increase Risk of Bringing infection into the academy or contracting Covid-19 whilst onsite</p>	<p>Pupils, Staff, Visitors, Contractors</p>	<p>All contractors to provide a revised set of Risk Assessments and Method Statements specific to Covid-19 before work commences on site.</p> <p>All contractors and visitors to agree to follow academy expectations for social distancing and good hygiene and to only access agreed areas of the academy</p> <p>A record of areas visited by contractors and other visitors to be kept by the Facilities Manager</p> <p>Contractors and Visitors to use hand sanitizer when entering/ exiting the building</p>	<p>Contractors only allowed in to site with agreement of JR and must be accompanied/ briefed by Site Team.</p> <p>Where possible, contractors to work outside of the academy or to work after operational hours.</p> <p>Contractors to use outside paths to enter/ exit the building and to maintain security line at all times.</p> <p>Contractors to avoid all corridors where possible. If meeting the site team, meeting time and room to be agreed in advance.</p>

				Contractors to arrive and leave outside of peak times when children are arriving or leaving the academy. Any equipment being used by contractors must be kept with them at all times and must not be left lying around.
	Academy educational visits place staff and pupils at increased risk of contracting Covid-19 Specific guidance regarding academy trips is not followed	Pupils, staff,	The UK Government has advised against all overseas education trips. Local trips can resume with the permission of JR and where the same level of precautionary measures can be achieved. In line with updated guidance: No overnight educational visits to take place. No visits to be planned for outside of the UK. Usual risk assessments apply to all educational visits and sporting events with initial approval from JR following completion of a visits request form. Any visits should be restricted to local areas. Staff follow updated national guidelines on travelling to busy places and implement social distancing and good hygiene measures at all times.	Local visits can resume where there is strict adherence to social distancing and good hygiene guidance as practised in the academy No public transport to be used. Any planned educational visits must ensure that good hygiene and social distancing measures expected within the academy can be applied. Avoid using public transport- visits to be within walking distance or via a coach, with only pupils from each class 'bubble' boarding a coach.
	High use contact point activities place staff and pupils at increased risk of contracting Covid-19		Consider reducing contact situations such as: Assemblies. Reception Transition Days and home visits Parents' Evenings Parent class events Sports activities Swimming. Playtimes and lunchtimes will be facilitated in 'bubbles' and stringent cleaning of play equipment allocated to 'bubbles' will be maintained.	Assemblies will be carried out in class 'bubbles' or remotely until further notice. Reception transition days will be planned for 5 pupils and parents at a time and no home visits. Parent consultations will be done via telephone Sports activities will resume but as non-contact sports only. Swimming lessons will be reviewed after Easter.
3.	Site Safety risks <ul style="list-style-type: none">• Fire procedures• Lockdown• Movement for lunch / transitions• Toilets	All members of the school community	Continue taking the <u>attendance register</u> and following up any absences in line with statutory guidance. School to follow risk assessments for premises and accessing outside equipment and areas.	Any incidences are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned. Arrange revised fire evacuation drills / lockdown drills regularly see <u>Restricting</u>

	<ul style="list-style-type: none"> • Security including risk of theft • Data breaches 		<p>toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p> <p>Share updated fire evacuation information with all staff</p> <p>Share updated fire evacuation information with children</p> <p>Share lockdown procedures with all staff</p> <p>Follow revised lunch and break rotas to ensure safe movement around school</p> <p>Children to be accompanied or seek permission to use toilets to ensure staff know where children are at all times</p> <p>High expectations of how children move around school upheld by all members of staff</p>	<p><u>attendance during the national lockdown: schools</u></p> <p>Reconsider e-safety policies and procedures in light of lessons learned during home learning</p>
6.	Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school	All members of the school community	<p>Face coverings:<i>(refer to the government guidance on face coverings included in section 2 above and detail the local policy for the wearing of face coverings for adults coming onto the school site and how this will be communicated in this section of the risk assessment. Details should also be given as to how any updates to school policy on face coverings will be communicated in the event of any changes to the restrictions.)</i></p> <p>Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements</p> <p>Contractors aware of any changes to school day – e.g. staggered lunchtimes and the local control measures in place.</p> <p>Minimise any visitors to the school and clear messages shared about social distancing procedures for adults. Ensure record are kept of all visitors; names, dates, and contact details.</p>	<p>As DfE guidance advises limiting the number of visitors, we recommend schools consider a flexible approach to interviews, with alternative options to face to face interviews offered where possible.</p> <p>For any staff member or pupil who feels unwell, check for <u>recognised symptoms of COVID-19</u>. Public Health England advise routinely taking the temperature of pupils is not recommended as it is an unreliable method for identifying coronavirus (COVID-19).</p> <p>Isolate and send children and staff home immediately if they display symptoms <i>(See section 7 below)</i></p> <p>Review effectiveness of revised site management systems – e.g. corridor use and hand washing routines etc to ensure appropriate social distancing for any visitors.</p>

			<p>Ensure that the school engages with local immunisation services and programmes as normal</p> <p>Parents and carers bringing or collecting pupils during the day phone ahead and arrange to drop/collect safely and not enter the site if possible</p> <p>Strict handwashing procedures in place as soon as pupils/staff/visitors/contractors arrive in school</p> <p>Ensure reception layout is compliant with social distancing guidance e.g. screens, barriers etc.</p> <p>Ensure the DfE guidance for Health and Safety https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools is adhered to.</p>	<p>A copy of the COVID-19 specific risk assessment for catering and cleaning contractors is kept by the academy</p> <p>Revise visitor arrangements to ensure social distancing and hygiene e.g. where someone physically signs in with the same pen or using a tablet in Reception areas.</p>
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Action Plan (when will the above additional control measures be implemented and by whom?)

Action	By Whom?	Deadline	Date Completed
Above actions to implemented by March 8 th 2021, prior to children returning to the academy.	All staff		
Site preparation, including cleaning and social distancing	Mel Holding	5.3.21	
Classroom preparation	Class teachers	5.3.21	
Communication	Julie Reece	5.3.21	

Signature and review

Name of Manager:		Signature of Manager:		Date:	
1st review undertaken on:		Signature of Manager:		Date:	
2nd review undertaken on:		Signature of Manager:		Date:	
3rd review undertaken on:		Signature of Manager:		Date:	