

COVID-19: Operational risk assessment for Co-op Academy Grange September 2020 reopening

Read in conjunction with September reopening plan: [September reopening plan Grange](#)

Assessment conducted by:	Alison Mander	Job title:	Headteacher	Covered by this assessment	Staff, students, contractors, visitors, volunteers
Date of assessment:	14th July 2020	Review interval:	weekly	Date of next review:	2nd September 2020

Related documents

Trust documents:

[C-19 Portal](#)

Confederation of School Trust
guidance:

[Flow chart in how to advise individuals \(children and adults\) and their households if they become unwell OR if they are sent home because they have been in contact with someone who is ill.](#)

NB: This is **not** a substitute for reading the full government guidance.

Government guidance:

[Guidance for full opening of schools](#)

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

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

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

Rationale

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

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

Essential measures include:

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

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

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

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

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

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

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

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

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

There is a lot of detailed guidance about the system of controls including how to group children, measures within the classroom, measures elsewhere and measures for arriving at and leaving school. School leaders must work through the system of controls, adopting measures in a way that addresses

the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum. By following the guidance set out here, you will effectively reduce risks in the school and create an inherently safer environment.

<p>A. Prevention</p>	<ol style="list-style-type: none"> 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 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 individuals and maintain social distancing wherever possible 6) where necessary, wear appropriate personal protective equipment (PPE) <p>Numbers 1 to 4 must be in place in all schools, all the time. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances (see further detail in the guidance) Number 6 applies in specific circumstances</p>
<p>B. Response to any infection</p>	<ol style="list-style-type: none"> 7) engage with the NHS Test and Trace process 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community 9) contain any outbreak by following local health protection team advice <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>

Focus area: Health and Safety

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<p>1.1. Health and safety risk assessments have been reviewed and are based on the Public Health System of Nine Controls in the DfE guidance outlined above. Consider using HSE managing risks and risk templates</p>	4D	<p>An audit of handwashing facilities and alcohol-based sanitisers has been undertaken and additional supplies purchased as necessary.</p> <p>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</p> <p>students, staff and visitors to wash their hands with soap and water for at least 20 seconds at regular intervals throughout the day, particularly:</p> <ul style="list-style-type: none"> -on entry and exit to/from the school -on entry and exit to/from staff rooms -before and after preparing food and drinks -before leaving after going to the toilet, touching faces, coughing or sneezing. Paper towels should be available for drying hands. <p>If sinks are not available close to or in classrooms/work areas then handwashing bowls and/or hand sanitiser could be provided.</p> <p>Any waste products used by staff or students</p>	Y	<p>Visors and masks will be available for all staff who wish to wear it.</p> <p>Site staff to conduct daily checks to ensure we have adequate supplies of hand sanitiser, soap and hand towels / drying facilities in classrooms, kitchens and at sinks to allow for the larger numbers of students and staff on site and the increased amounts of cleaning required.</p> <p>Additional hand sanitiser stations - change notice to Amey has been made for the student entrance and in the atrium. Amey will replenish daily. 21 Stations in total around the building. Dispensers have been ordered from suppliers.</p> <p>Amey will be responsible for checking sanitiser stations throughout the day and replenishing. Grange site team will replenish in classrooms. Bottles of sanitiser are on order and there is sufficient backup stock within school.</p> <p>There will be regular reminders throughout the day on the tannoy, on posters and during induction for students on return in September.</p> <p>All staff may request a mask or a visor for their use and protection in school. They are responsible for cleaning any equipment that is given to them for their personal use. Co-op guidelines around the safe use of masks should be adhered to at all times. 34. Face-coverings (June 2020 - updated 15-06-20)</p> <p>Hand dryers are in place in the superloos and are safe to use, and do not need to be replaced with paper towels. Disabled access toilets have hand</p>	3B

that start to show symptoms whilst in school should be double bagged and kept (securely) for 72 hours before being disposed of via the usual waste route.

Staff are to wash hands on entry to staff rooms, before and after preparing food and drinks, and before leaving.

Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.

school leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.

school has good ventilation, opened windows, for example.

Cleaning regime ensures no build up of dust or other agents which could trigger respiratory issues.

dryers and paper towels.

Entry points to the school are too far from the washing facility, so sanitiser points in place at student and staff/visitor entrances. Sanitiser dispensers ordered through change notices with Amey to be in place for September. Students and staff should also be reminded regularly to sanitise their hands when leaving the building.

Bins with lids are in place for students in medical isolation rooms. Amey to manage disposal of any waste, double bagged.

Where hand washing is not possible, there will be access to sanitiser. In respect of food preparation, refer to LA risk assessments for food preparation processes for kitchen staff, provided by the Local authority, who run this service on behalf of the school.

There will be regular messaging on the boards in the atrium using Local Authority provided images and posters around Covid safe practice in the building.

Superloo attendants monitor hand washing already and this is to continue. To report students to the pastoral team if they fail to comply.

Pastoral staff on entrance during morning routines, are to give verbal reminders to all students on entry before school and after break and lunch to sanitise their hands.

Posters will be put up in classrooms to prompt teachers to open windows and teach with the door open if practicable.

Anti bac wipes, in addition to sanitiser, will be in every classroom and are on order. Extra stocks are in place within the school.

Water fountains will remain switched off. Students may access water at lunch and break from the catering staff who will handle the water jugs.

A system will be put in place for the potential drop off of essential items

				students may have forgotten e.g medication, packed lunch. For example, a system such as a 'quarantine bin' / area outside of school reception where the items are left before being cleaned / wiped with antiviral wipes and delivered to the students' class. Staff doing this should thoroughly wash hands before and after handling the items.	
1.2. Consultation has taken place with all staff and their representatives in line with HSE requirements	Moderate 4C	Consultation took place <i>Note: consultation may take place on more than one occasion, as plans evolve.</i>	Y	<p>Week commencing 13th July this risk assessment will be shared with unions, partners e.g. Amey and all staff within the school by email. In the staff meeting on the 16th July, staff will be able to raise issues. They can also speak to the headteacher directly with concerns and suggestions.</p> <p>The plan will be revisited during the inset days in September prior to opening for students and further amendments will be shared.</p> <p>Amendments to be in place prior to September 1st on the basis of feedback from all interested parties. The process will continue, as any deficiencies are identified. Staff and contractors will have access to the document as a live google document, on our website and will be informed by email after any updates. The risk assessment was described as 'comprehensive' by the Co-op Trust board in July 2020 and approved by them.</p>	Minor 2B
1.3. Statutory site checks have been carried out as required (DfE guidance here). Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services	Severe 4D	<p>Fire risk assessments have been reviewed and, if needed, revised.</p> <p>Unnecessary furniture removed.</p> <p>One way system implemented (inc markings).</p> <p>Demarcate playground space.</p> <p>Demarcating staff rooms.</p> <p>Review access to print rooms/photocopiers.</p>	Y	<p>We will phase the school opening to allow plans and procedures to be assessed, staff to be trained and levels of supplies need to be fully ascertained. Week one of September is a phased open for staff and students.</p> <p>Staff will receive training on September 1st and 2nd to reinforce systems and processes. Students' familiarisation sessions on Friday September 4th will also support this. New year 7 will have a complete day of induction into the school on 3rd September.</p> <p>Line marking on corridors to mark out walking on the left has been ordered by change notice and will be in place for September. This will support social distancing in addition to the staggered school day which will limit numbers of students and staff on the corridor at any one time.</p>	Moderate 3B

<p>Engineers' guidance on emerging from lockdown)</p>		<p>Reduce occupancy for lifts.</p> <p>Windows opened where possible. Non-fire doors propped open.</p> <p>Outdoor play equipment thoroughly cleaned.N/A</p> <p>Removal of soft furnishings and soft toys. N/A</p> <p>Where multiple staff occupy a single office, consider: -working back-to-back -installing screens between workstations -developing a rota so that staff don't have to work together -prohibiting shared workstations if robust cleaning cannot be ensured between users.</p> <p>Complete and display the Covid-19 Secure posters.</p>		<p>Staff work rooms will be allocated according to the year group 'bubbles' and locations. Staff will be encouraged to use the atrium rather than work rooms. Sanitiser points next to all photocopiers. Staff must sanitise their hands on entry to work rooms, before and after preparing food or drinks and before leaving.</p> <p>Posters will be placed next to the lift to say maximum of two people. Reminder to sanitise before use. Lifts should be limited to essential users only.</p> <p>Pastoral, Attendance, PA, and Business Team offices have been assessed and clear acrylic boards have been ordered to divide off working areas. Additional screens have been ordered for the main reception area.</p> <p>Staff or students may make an individual choice to wear an appropriate face covering or face mask they provide for themselves. They must follow the Co-op guidance on safe removal and storage of face masks.</p>	
<p>1.4. Cleaning has been undertaken using guidance on cleaning non-health care settings</p>	<p>Severe 4D</p>	<p>Equipment Personal items, such as pens and pencils, are recommended to remain individual.</p> <p>Classroom resources can be used freely within the bubble/group, but subject to regular cleaning.</p> <p>Resources shared between groups will require frequent meticulous cleaning and always before being used by another group, or</p>	<p>Y</p>	<p>The end of term letter encourages students to use their Chromebook and bring their own equipment. Regular reminders from all staff to ask students to limit the amount of equipment they bring into the school each day.This should be limited to lunch box, coat, books, stationery in a school bag. Spare pens will be given out free of charge to students who require them.</p> <p>Amey will clean computer terminals daily. Curriculum areas will have subject specific cleaning and quarantine routines for resources that are shared during the day.</p> <p>Staff are to plan for the minimal use of resources that are shared. Teachers will</p>	<p>Moderate 4C</p>

quarantined for 48 hours between use (72 hours for plastic items).

Outdoor play equipment cleaned more regularly (refer to the previous point). N/A

students should limit the amount of equipment they bring to school and not share with other students.

Resources can be taken home where it contributes to education and development and subject to the same rules re cleaning and rotation as above.

PE equipment cleaned after use and before storing.

General

An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.

Cleaning is carried out using standard cleaning chemicals/disinfectant and/or antiviral wipes and sprays.

Consider having a dedicated provision of cleaning products in each classroom/work area in use containing hand sanitisers, antiviral wipes/sprays, paper towels, soap, tissues, for example in a container so it is easy to pick up and move around the space as required. These should be stored out of reach of students.

supervise the cleaning of shared equipment when returned. Departments will establish routines and expectations for specific equipment use.

Staff can take books and other shared resources home if they can be cleaned. If not, or if work to be marked, it should be left for at least 48 hours (72 hours for plastic) before and after marking.

Wherever possible, use of a visualiser and whole class feedback as a mechanism for student feedback to minimise marking individual books.

There is no need for anything more than personal hygiene and the regular washing of clothes following a day in school. All students will therefore be expected to be in uniform each day. The school will not lend any uniform to students who require it.

We will encourage staff to dress in a way which allows them to wash their clothes easily at the end of the day i.e. suits need to be dry cleaned.

Amey has an enhanced plan for cleaning, which builds on the current regime. Cleaning will happen within and beyond the school day. Focus on high touch areas during the day. This will include door handles, handrails, lunch tables and chairs, toilets, hand basins.

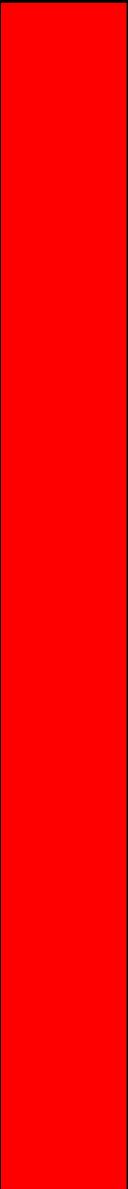
Where students move between rooms, it is acceptable for students to assist with wiping down of equipment that they intend to use, or that they have used in a lesson. If they are staying in one room for longer periods of time, they should also regularly wipe down the area they have been using. Anti wipes will be in every classroom and bins for waste.

There will be a hand sanitiser and tissues in every classroom, positioned at the door. There will also be anti bacterial wipes.

Risk assessments will continue to be in place for women returning to work following maternity leave. Should dedicated space be required for breastfeeding, it will be added to the cleaning rota to ensure thorough cleaning after use.

		<p>Cleaning is prioritised to cover regularly touched surfaces, for example door handles, tables, chairs, toilets, wash basins etc and should be done with hot soapy water and disinfectant.</p> <p>Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</p> <p>Shared materials and surfaces should be cleaned and disinfected more frequently.</p>			
<p>1.5. Arrangements to ensure good ventilation are in place. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak</p>	<p>Severe 4D</p>	<p>Windows opened.</p> <p>Contact the air conditioning engineer for advice.</p> <p>Ensure all services remain at normal settings in your server room. Risk assessment for staff who have access to server rooms must be in place</p>	<p>Y</p>	<p>Signage will be provided in classrooms to ensure windows are open to support ventilation.</p> <p>Integrated Bradford and the Council have been assessing air con and ventilation systems with Amey and have confirmed they are safe to use.</p> <p>We will limit, to one member of staff, being in the server room at any one time.</p>	<p>Moderate 4C</p>
<p>1.6. Agreed policy and procedures are in place should a child or adult fall ill with the coronavirus</p>	<p>Severe 4D</p>	<p>A person with symptoms:</p>	<p>Y</p>	<p>The flow chart will be shared with staff as to what to do if there are suspected cases of covid 19 in school or in staff homes.</p> <p>Parents have been informed via the end of year letter to parents the procedures around suspected cases of covid 19 and how we can support them.</p>	<p>Moderate 3B</p>

on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (use DfE guidance on the system of controls, response to any infection points 7-9 and guidance on testing)



If a person becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), then they must be sent home, arrange a test and self-isolate for at least 10 days.

If a person becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), then other members of their household should self-isolate for 14 days from when the symptomatic person first had symptoms.

If a person with symptoms tests negative and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), then they can stop self-isolating. Other members of their household can stop self-isolating.

If a person with symptoms tests positive, then other members of their household should self-isolate for 14 days from when the symptomatic person first had symptoms.

A person who is sent home because they have been in contact with someone with who has tested positive

The health protection team will provide definitive advice on who must be sent home. A person who has been in contact with someone who has tested positive will be sent home and asked to self-isolate for 14 days.

If a person has been in contact with who has tested positive and is sent home to self-isolate for 14 days, then their household does not need to self-isolate, unless the person who is self-isolating subsequently develops symptoms.

If a person who has been in contact with someone who has tested positive subsequently develops symptoms themselves within their 14-day isolation period, then they should stay at home and get a test.

If the test delivers a negative result, then they must remain in isolation for the remainder of the 14-day isolation period as they could still get symptoms after being tested

If the test delivers a positive result, then they should inform their school immediately, and must isolate for at least 7 days from the onset of their symptoms.

If the test delivers a negative result, then their household can stop self-isolating if they do not have symptoms

If the test delivers a positive result, then their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms.

A child or adult awaiting collection:

- to be moved to a place where they can be isolated and, depending on the age and needs of the child, with appropriate adult supervision if required

Students will be informed via familiarisation sessions on their first day in school of the procedures to follow if they develop symptoms.

Any student showing symptoms will be taken to the medical isolation room. A Further room will be made available if required. They will have access to the dedicated toilet next to student services. Signage will be created to ensure that it is clear that it is only to be used under the direction of the medical team. Cleaning frequency increased according to demand and in any case after any use by a suspected covid student or adult. The school nurse or first aider will wear PPE when dealing with suspected cases. All staff will have access to visors, gloves and masks.

Form tutors have been in weekly contact with families and have gathered updated contact details which have been updated on Progresso/SIMS. New students have provided medical information as part of the transition paperwork being returned to the school. Letter home to parents explains the importance of the school having up to date contact information on file.

Registers are taken every lesson of students and staff in each bubble. Records of visitors, agency staff, volunteers etc. and who they have been working with will also be kept. In order to keep this proportionate we will utilise existing recording practices e.g class / lesson registers, signing in / out systems, meeting registers, training records, physical intervention records and first aid records. The school will not need to ask students to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A record will be kept of which staff have assisted students or staff who are displaying symptoms. This will be in the form of a google spreadsheet shared by pastoral, reception, attendance and first aid.

We will identify siblings in the family of any student presenting with symptoms and advise parents to take them home also.

In addition to required reporting to Public Health England, senior leaders will

	<ul style="list-style-type: none"> - for a window to be opened for ventilation - if it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people. - arrangements are in place to allow a child or adult needing to go to the bathroom while waiting to be collected to use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else - PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). - ensure any members of staff who have helped someone with symptoms and any students who have been in close contact go home to self-isolate if they develop symptoms themselves or they have been requested to do so by NHS Test and Trace. <p>Relating to students Close bubbles/send staff home who have been in contact with a student who tests positive.</p> <p>A student with symptoms of Covid-19 should not attend school for 7 days and is expected to undertake a test under the NHS Test and Trace programme.</p>	<p>inform Amey, the local authority and Trust senior leaders of any positive tests.</p> <p>Additional deep cleaning will take place of rooms used by an infected person.</p> <p>A senior leader or line manager will make daily contact with those staff working from home.</p> <p>Staff on the gates should discourage parents from dropping of their child within the school grounds. They are to be told by staff on the gates not to congregate in or near the playground. Wherever possible, only one parent should bring their child to school. Parents are requested by staff opening the gates to them to only enter by the main reception and only to be allowed entry by prior arrangement.</p> <p>Reception staff are protected by existing screens. No staff in the open plan office area are in close proximity to any visitors entering the building. Additional screens have been ordered for the inner reception area.</p> <p>A hand sanitiser point will be located next to the digital booking screen, with the addition of antibacterial wipes and instructions to wipe the screen before and after use.</p> <p>Any staff returning from outside the UK must adhere to government restrictions and inform HR.</p>	
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The student/parents are instructed to notify the school immediately if a positive result is obtained.

To support the testing process, the school has been provided with a supply of home testing kits.

Where a positive result is obtained, the school will contact the local Health Protection Team for advice on any further action required.

A negative result means the student can return to the school.

Where a student indicates an individual in their household is unwell with symptoms compatible with Covid-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the student can return to the school if they do not have any COVID-19 related symptoms.

Relating to staff

Any staff not required in the academy and feel they are at heightened risk to Covid-19 can speak to the Head teacher for bespoke consideration for working offsite.

Check in on health of all staff weekly (are you unwell, is anyone in your household unwell)

Close bubbles/send staff home who have been in contact with someone who tests positive.

Any staff member with symptoms of COVID-19 is sent home to self-isolate for 10 days (or until a negative test is received and then they can return to work) and instructed to undertake a COVID-19 test. Their household members are required to self-isolate for 14 days.

To support the testing process, the school has been provided with a supply of home testing kits.

If the test is positive:

- the staff member remains off site for 10 days from the onset of symptoms and after that they can return if they feel well enough. They can return if a cough or anosmia persist beyond this time
- the staff member must engage with the NHS Test and Trace programme
- the staff member must notify the school immediately
- the school contacts its local Health Protection Team for advice on any further action required in the school
- school leaders will review the case to establish if it was likely that the infection was contracted as a result of occupational exposure. Consider a RIDDOR report where applicable.

Where a staff member indicates an individual

		<p>in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the staff member can return to school if they do not have any COVID-19 related symptoms.</p> <p><i>Note: the Trust has produced additional guidance for academies on Getting Tested (available on the C19 Portal)</i></p> <p>Relating to visitors All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon.</p> <p>Details of school procedures communicated to all visitors before they come to site.</p> <p>Parents advised to drop children off alone, for example not to come with partners or family.</p> <p>Contractors attending while the school is operational to be notified that the school is operational and their access requirements reviewed on a case by case basis.</p>			
1.7. The Business Continuity Plan is revised to show there is a critical path decision making process/	4D	Business Continuity Plan updated	Y	<p>The Business Continuity Plan has been updated and was on the agenda of the governors meeting on 24/6/2020 and Chief education officer for West Yorkshire was in attendance.</p> <p>The risk register has been updated to include risks associated with Covid 19. It was presented to the governors full meeting on 24/6/2020.</p>	moderate 3B

<p>contingency plan in case of the need for further closures, or scaling back operations, to address local infections (local lockdown guidance can be found here)</p>				<p>The school also has a September reopening plan which links into and across references with the operational risk assessment.</p> <p>If the school cannot open in September, or there is a lockdown, we will resume our home teaching programme, with work provided via the school portal. This will continue to be quality assured. We expect to be able to step this up and staff, via Google classrooms to be able to deliver their timetable remotely.</p>	
<p>1.8. Transport-related health and safety risks have been assessed with detail how these can be mitigated</p>	<p>Severe 4D</p>	<p>Dedicated school transport It is not public transport and so 2m or 1m+ social distance won't apply in Autumn.</p> <p>Maintain groups where possible. If not possible, consider some form of distancing and/or perhaps the wearing of face coverings (though younger children may have difficulty with this).</p> <p>DfE to publish further guidance.</p> <p>Public transport Take steps to depress demand at peak times (Stagger start/finish times).</p> <p>Promote walking/cycling to school if possible.</p> <p>Face coverings are required on public transport for all over 11 year olds.</p> <p>A plan is in place to manage the safe arrival of these students, including the safe removal,</p>	<p>Y</p>	<p>Designated Specialist Provision students will be required to wear a mask when travelling from PTS transport, unless exempted for medical reasons.</p> <p>The Grange Rover will not be used to transport students, but it can be used to undertake home visits. The driver must wear gloves. These will be provided with the keys. The driver will wipe down all touch areas after use, with anti bac wipes.</p> <p>The school has planned for a staggered start and end to the day to limit numbers of students entering and leaving the building at any one time.</p> <p>Few students use public transport, most walking or travelling by car. We will provide masks to students who may need a mask to get home on public transport if they lose or forget theirs.</p> <p>Pastoral staff will manage the removal of masks at the back door with new protocols in place. Face mask information has been shared with parents in the end of term letter reflects the Co-op guidance on the removal and safekeeping of masks.</p>	<p>Moderate 4C</p>

and disposal, of face coverings before entering the building.

Focus area: Students and parents

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
2.1. Parental confidence has been assessed and processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year	Moderate 3C	<p>Communication strategies for parents, including those new to the school in September 2020, are in place. These include social media communication tools.</p> <p>Parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</p> <p>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations, including good student attendance, on a regular basis using a range of communication tools.</p> <p>school leaders have taken into account the potential concerns of students, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include</p>	Y	<p>Copies of all communication are translated into Slovakian and Urdu and placed on the website. We text non English speakers to direct them to the website and to share with them key information. We are also able to Email to all parents in multiple languages.</p> <p>We have a Twitter and Facebook account for the school which we will continue to use to message our parents. From September we will also be using Parentpay, and this includes a function for contacting parents. We also use email to contact parents.</p> <p>From September, staff have been allocated time to telephone all of their tutor group families on a weekly basis. Weekly text messages will be sent to remind families of the process if anyone in their household displays symptoms.</p> <p>Students will undertake a 'familiarisation' programme in the first week of term where they will be taught the new systems, processes and routines upon return to school. The key information has already been communicated to parents.</p>	Minor 2B

		students who have themselves been shielding previously but have been advised that this is no longer necessary.			
2.2. Appropriate support and arrangements are in place for students with EHC plans	Moderate 4C	<p>Consideration has been given to the needs of students with SEND (whether with education, health and care plans or on SEN support) to identify what specific help and preparation will be needed.</p> <p>Appropriate support is made available for students with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with students in different classes or year groups.</p> <p>All students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year.</p> <p>Where a student is unable to attend school because they are complying with clinical and/or public health advice, the school has organised access to remote education.</p> <p>Leaders recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum.</p> <p>Oak National school specialist content for</p>	Y	<p>A review of all student risk assessments will start week commencing 1/9. We will amend risk assessments in conjunction with students and parent voice. This will be communicated with parents.</p> <p>Annual reviews will be conducted by conference call.</p> <p>The SENDCO and Inclusion team is to review student engagement during closure. They will conduct diagnostic assessments to identify gaps and arrange catch up.</p>	Moderate 3B

		students 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.			
2.3. students most at risk of disengagement/ most in need of additional support are identified and support is in place	Moderate 4C	<p>Consideration has been given to the needs of disadvantaged and vulnerable students to identify what specific help and preparation will be needed.</p> <p>All students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year</p> <p>Where a student is unable to attend school because they are complying with clinical and/or public health advice, the school has organised access to remote education.</p>	Y	<p>The school improvement plan, training days, cpd plan, summer school, ongoing tuition plans, updated curriculum, online learning packages, all address this issue.</p> <p>As the NTP will not start until January 2021 we have brought our Maths Private Tuition programme forward to the autumn term of the new school year starting in September 2020. In partnership with Tutor Trust we will provide 15 students in groups of 1 to 3, 15 hours of Maths Private Tuition over the course of the autumn term, hoping they complete at least 12 hours. It can be virtual tuition or with a Tutor in the room.</p> <p>Also read in conjunction with the student Premium and Covid 19 plan (link at the top of this document.)</p>	Moderate 3B
2.4. An audit of wider family services supporting mental health, bereavement, domestic violence etc has been undertaken in order to be able to signpost/refer	Moderate 3C	Reference has been made to Public Health England guidance on supporting children and young people’s mental health , Every Mind Matters and advice for groups with specific mental health needs	Y	<p>The school has access to its own counsellor and social worker who have good links into these services. We are seeking to extend some of our current provision with support agencies, including Emerge, to deliver additional capacity.</p> <p>During our weekly calls to families during lockdown, which will continue from September, the ongoing auditing of issues will continue and reported on cpoms for triage and signposting as appropriate.</p>	Minor 2B

families where required					
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Focus area: Workforce and HR

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
3.1. A review has been carried out of the school's workforce audit	Moderate 4C	<p>The clinically extremely vulnerable list will be paused on 1 August 2020. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work.</p> <p>Assess how many staff remain in this much smaller group and the impact on the workforce.</p> <p>Individual risk assessments have been completed/reviewed for extremely clinically vulnerable, and clinically vulnerable, colleagues in context of autumn term working arrangements..</p>	Y	<p>Risk assessments will be completed prior to the school opening in September. Middle leaders have had access to specific training to support them in completing this task. It has been agreed that some risk assessments may need further work in September and the staggered start of term, with two training days and transition day for year 7 will support this.</p> <p>For staff identified as extremely clinically vulnerable, HR have taken advice at Trust level, taking medical evidence into consideration on reaching a decision on what is best for the staff member and the school.</p> <p>Additional risk will be considered as part of the risk assessment process for pregnant women, new mothers, older staff, disabled staff and BAME staff.</p>	Minor 2B
3.3. An assessment has	Moderate	Use an Equalities Impact Assessment. As a result school leaders know how staff will be	Y	Risk assessments are underway and will be completed prior to the school opening in September. Middle leaders have had access to specific training to	

been made of how many staff may be at increased risk due to protected characteristics and disparities in outcomes	4C	deployed.		support them in completing this task. This has been recorded so that colleagues can continue to refer to it.	Minor 2B
3.4. school leaders have considered longer assignments with supply teachers	Moderate 2C	If applicable, leaders have agreed a minimum number of hours across the academic year.	Y	We will continue to engage supply teachers and other supply staff during this period. To minimise the numbers of temporary staff entering the setting we will consider using longer assignments with supply teachers. We will limit the bubbles they teach or limit them to bubbles where they can socially distance as far as possible. This would also apply to other temporary staff working in schools such as peripatetic teachers and sports coaches.	Minor 2B
3.5. Is staff training required prior to the full return of students in September?	Moderate 4C	Staff training organised.	Y	Two training days are scheduled for September 1st and 2nd, this provides flexibility and the ability to share changes..	Minor 2B
3.6 Arrangements for staff wellbeing are in place	Moderate 3C	Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff working from home due to self-isolation have regular catch-ups with line managers. Staff are encouraged to speak regularly with	Y	Well-being will be a standard item on all agendas from September. Training days are designed at the start of term to ensure time is provided for planning, preparation and reflection. Leaders from the school have attended the BUPA training and are able to and will make referrals for those staff who experience anxiety or effects of trauma. The staggered day may lead to a small number of staff working longer hours on some days, however we are committed to upholding the 1265 hour rule, therefore a degree of flexibility around timings of the working day will be encouraged, in agreement with appropriate line managers. This also applies to those colleagues with PPA at the start or end of the school day. We believe that the increased flexibility to arrive late and/or leave early depending on timetable and the removal of one meeting per week will ensure the 1265 rule	Minor 2B

		<p>colleagues, take regular breaks and exercise.</p> <p>Appropriate work plans have been agreed with support provided where necessary.</p> <p>Staff working from home may help provide remote learning for any students who need to stay at home.</p> <p>Consider whether additional PPA time may be needed on staffing rotas to support any students' remote learning from home.</p> <p>Designated safeguarding leads (and deputies) are provided with time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate</p> <p>Plans in place to share contact details for new Employee Assistance Programme (Bupa) to all staff (including those not in school) at the start of term.</p>		<p>is met. For support staff, any changes to agreed hours will be agreed with HR and paid appropriately.</p> <p>Teaching assistants will not be directed to lead whole classes.</p> <p>If we are requested to do so, a workload impact assessment will be undertaken in partnership with the Trust.</p>	
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Focus area: Curriculum and timetabling					
Key aspect	Risk rating	Example control measures/ considerations	In pla	Further actions/controls/responses to reduce the risk	Residual risk

	before action		Yes or No or NA		
4.1. school leaders have plans in place for identifying the most important missed knowledge and how this will be covered, within a broad curriculum in all subjects	Moderate 4C	All students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year.	Y	<p>During lockdown, staff have been given dedicated time to enhance their curriculum offer to ensure that a 'recovery' plan is in place. They have had time with their colleagues to remotely plan activities and resources to address gaps in learning.</p> <p>The school plan seeks to address the fundamental issue of improving engagement and outcomes of the most disadvantaged , who have had disrupted education as a result of the Covid 19 pandemic and we anticipate will continue to do so for the forthcoming academic year. Covid 19 has required us, as educators, to fundamentally rethink how we work. We must now encourage our students and parents to do the same. Our role is to harness technology and our mindset with a sense of immediacy. We must give our students a competitive edge, allow them to catch up, and get ahead through boosting their engagement with a blended offer, enhancing their productivity, their outcomes and life chances.</p> <p>This plan therefore seeks to accelerate change and bring about a digital revolution in the way we teach and learn at Co-op school Grange. Our methodologies are rooted in evidence based research. This document becomes essentially our road map to renewal, and help us to navigate key issues including: the extent to which students have been mentally affected by the lockdown; positive experiences of the lockdown that can be built upon; engaging those students who may have disengaged with school; what does catch up and recovery look like; the importance of relationships between students and teachers during and beyond lockdown; the expertise that teachers will need, for example mixed ability teaching, for the bubble model to work; the balance of quality of teaching and the use of modern technologies;</p>	Moderate 3C

				<p>how to make blended learning effective.; independent learners and the role of parents in supporting this.</p> <p>The school improvement plan identifies:</p> <p>Improve and enhance the universal offer , ensuring it minimises the gap between advantaged and disadvantaged and ensures students know and remember more. To remain ambitious for our curriculum offer and delivery in these challenging times.</p> <p>The active ingredients of this are:</p> <ol style="list-style-type: none"> 1. The curriculum offer includes: powerful knowledge; transferable knowledge; carefully sequenced knowledge. 2. Teaching quality is good because teachers plan learning events which exploit the opportunity to explain, scaffold and give feedback. 3. Teachers plan and deliver a variety of remote learning approaches, based on content they are teaching and age of their students. 4. Work set by the school, to complete at home, takes into consideration the needs of vulnerable, SEND, disadvantaged and EAL. This means it is successfully adapted, designed and developed for these groups of students. 5. Teaching explicitly supports students to work independently, self regulate and organise their approach to learning. <p>For students with an EHCP, SENCO to review risk assessments week commencing 1/9. Amend risk assessments. Communicate with parents. Review student engagement during closure. Diagnostic assessment to identify gaps. Arrange catch up. Work with curriculum leaders on subject assessments.</p>	
4.2. school leaders have ensured the	Moderate	Discussions with Chief Education Officers, and Trust Subject Directors, confirm this.	Y	The home learning policy has been updated to encompass Google Classroom provision.	Moderat

<p>curriculum remains broad and ambitious and that all students continue to be taught a wide range of subjects</p>	<p>4C</p>	<p>Leaders recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum.</p> <p>Oak National school specialist content for students with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.</p> <p>A plan is in place highlighting how the school will maintain the curriculum through home learning if bubbles have to be sent home.</p>		<p>The curriculum remains ambitious, with all subjects being taught to all year groups. Consideration has been given to the importance of PSE and in particular the delivery of wellbeing support and careers advice. Form tutors will play a key role in this delivery. A greater reliance on mixed ability teaching will be used to minimise the numbers of students who mix together.</p> <p>The school has already drawn upon Oak National school, on the Grange's home learning portal and will continue to do so. This will be of particular importance if the school has partial or full closure periods.</p>	<p>e 3B</p>
<p>4.3. A staffing plan and timetable is in place, including any special arrangements where necessary and practicable, for example staggered starting and ending times of the school day, drop off and</p>	<p>Moderate 4C</p>	<p>Academies to do all they can to minimise contacts and mixing while still delivering the curriculum.</p> <p>Desks/tables forward facing in Key Stages 2-5.</p> <p>Assemblies - one group at a time, in classes or virtual.</p> <p>Staggered start and/or end of day without reducing teaching time</p> <p>Staggered break and lunchtimes.</p>	<p>Y</p>	<p>The timetable meets all of the government legislation and seeks to minimise teacher contact across key stages. The overarching principle in designing the timetable has been to reduce the number of contacts between students and staff. This has been achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help. We have considered the balance between the ability of those attending the setting to distance, the layout of the setting, and the feasibility of keeping distinct groups separate while offering a broad curriculum.</p> <p>We recognise that maintaining distance or forming bubbles is possible for our students as they are old enough, they should also be supported to maintain distance and not touch staff or their peers where possible.</p>	<p>Moderate 3B</p>

<p>collection and/or break and lunch arrangements</p>		<p>Blended approach likely in all settings.</p> <p>Focus likely to be on groups for younger children, and distancing for older children.</p> <p>KS4 and KS5 – likely whole year ‘groups’. If possible to make smaller groups within while still delivering the curriculum, this should be done.</p> <p>KS3 and below, smaller groups, for example full class would be beneficial but not mandatory.</p> <p>Early years settings no longer have limits on group size (from 20 July).</p> <p>Keep groups apart as much as possible.</p> <p>In shared environments/equipment increase cleaning frequencies.</p> <p>Older children (KS4 and KS5) to keep distance in their groups.</p> <p>Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted. The larger the group, the more robust the other controls need to be.</p> <p>No expectation that young children distance within their groups. N/A</p> <p>Siblings can be in different groups.</p>	<p>Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case for the school to identify those who may need to self-isolate, and keep that number as small as possible. The use of small groups restricts the normal operation of education settings and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as the playgrounds, dining halls, and toilets. This is particularly difficult in such a large secondary school.</p> <p>The ‘bubbles’ seek to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff. This is by year group and also takes into consideration the school layout, the nature of the curriculum and the logistics of breaks, lunchtimes and movement throughout the school.</p> <p>Mixed ability teaching where viable in KS3 to minimise possible cross contamination. At KS4 teaching in zoned areas. Reduce PE and increase PSE. Minimise student movement, by teachers moving between lessons. Year 7 will be taught in mixed ability form groups in the absence of formal assessment information from primary schools.</p> <p>Any 1:1 support will take place with careful distancing and minimal face to face contact.</p> <p>Classroom desks (if in use) will be laid out to enable staff and students to move around the room safely and be facing forward or side by side where possible. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.</p> <p>A master classroom has been set up as a model for site staff to follow, when they set up socially distanced classrooms. Teacher spaces have been marked out in every classroom in addition to social distancing measures. Every class will have hand sanitiser and tissues at the door.</p> <p>If members of staff need to move around different 'bubbles' they should</p>	
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All staff can operate across multiple classes and year groups but should practise distancing, and 2m where possible.

To enable the tracing process to be work effectively, academies will need to keep a comprehensive record of group/bubble composition and records of any close contact that takes place between children and staff in different groups. Close contact is defined as:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person
- identification of which group an individual is part of so that breaches of these groups can be identified.

Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff, for example therapists work as normal.

Dual registered children can attend, but the two settings should liaise to agree controls.

Science, DT, PE:

- subject leads have reviewed their risk

ensure they maintain 2m social distancing wherever possible. Administration of emergency first aid is an exception to this. For classroom support, lesson observations, informative, supervisory or supportive reasons other staff may need to enter work areas. If they do they should maintain social distancing or use other mitigations such as PPE, Perspex screens and observe good hand hygiene.

Where possible consider carrying out any necessary closer supervision side on rather than face on. Face shields and masks could be used.

Adults must keep a social distance of 2m away from other adults wherever possible including in class, during supervision, at break times and moving around school.

Students should remain in their 'bubbles' at lunch and break and socially distance where possible. Zoning areas for different bubbles will assist with this. Staff supervising should maintain social distancing as far as possible. The school library will be available at break times and lunch times with limitations on numbers and social distancing measures in place.

Assemblies will be delivered via Google Hangout.

Super loo attendants will limit the number of students and staff who use the super loos at one time.

Collective worship in the prayer room should be carried out following the guidelines on social distancing, spacing, occupancy and keeping staff and students in their discrete groups.

Google Classroom, GCSEPod and Hegarty Maths support blended learning. This is embedded at KS4 and being implemented at KS3.

Interventions / Support

In the event of behaviour which fails to meet Co-op Grange expectations, pupils will be given clear, explicit warnings and reminders of appropriate choices as per the school's

		<p>assessments for the planned activities and updated accordingly</p> <ul style="list-style-type: none"> reference has been made to specialist advisory bodies for latest guidance on required controls. (CLEAPSS, AfPE). <p>Consideration has been given to the availability of support staff, for example technicians and the capability of practical lessons to be delivered while maintaining social distancing.</p> <p>No education visits permitted during Autumn term 2020.</p> <p>Extra-curricular provision subject to specific risk assessment developed with reference to DFE Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</p>	<p>in lesson behaviour system.</p> <p>Where a referral from class is required (and pastoral support has ideally been attempted)</p> <ul style="list-style-type: none"> Pastoral team located in the year groups area will attend and refer the student to: <ul style="list-style-type: none"> Appropriate referral room within the year group / bubble Year area pastoral / referral base supervised by the year team Where the above interventions have failed on several occasions and / or students are failing to cooperate despite warnings and support or the above interventions are not possible or appropriate - guardians to be asked to arrange for students to go home and guardians to engage in a meeting with SLT / Pastoral Team (This may result in a fixed term exclusion) <p>In the event that there are incidents which pose a risk to pupils and staff guardians will be contacted and students collected from school to ensure the safety of themselves and others.</p> <p>If any adverse behaviours take place that could affect the health or safety of individual pupils or staff, then an individual risk assessment may be completed to review the safety of that student when on school site during the pandemic restrictions.</p> <p>(Eg. Spitting, physical attacks, coughing, breathing on or entering the personal space of others with an intention to cause distress related to threat of infection and / or refusal to comply with health and safety procedures / social distancing requirements that could heighten the risk of harm to others)</p> <p>This form of behaviour may result in fixed term exclusion or in extreme circumstances permanent exclusion and Police involvement.</p>	
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				<p>Benchmarking tests to take place for Year 7 from the end of September.</p> <ul style="list-style-type: none"> ○ CAT4 ○ Reading (NGRT) ○ Eng, Maths, Sci <p>Assessment point 1 will inform School improvement plan target setting.</p> <p>Year 11 arrangements for Mocks:</p> <ul style="list-style-type: none"> ○ Removal of formal mock past paper requirements for the autumn term ○ complete a data-drop exercise (ie grade/prediction for each child) through an exercise similar to that done for GCSEs this year - CAG boundaries and rank ordering exercise ○ There is a full suite of mock exams in the Spring II window that uses an exam paper, the nature of which to be advised based on Ofqual guidance. <p>New break and lunch menu in place to allow students to 'grab and go' with their food, to encourage use of outdoor space and reduce queuing time.</p>	
4.4. A plan is in place for spending the school's allocation of tuition funding and ensure	Moderate 4C	<p>students most at need are identified.</p> <p>Covid 19 catch up plans are written and funding used for the purpose intended. Plans shared with the Chief Education Officer and the LGB in the autumn term</p>	Y	The link to the catch up plan is at the top of the document.	Minor 2B

<p>curriculum alignment and relevant training is in place (Education Endowment Foundation guidance can be found here)</p>					
<p>4.5. Plans are in place outlining how remote education will be offered where a class, group or small number of students need to self-isolate, or where there is a local lockdown</p>	<p>Moderate 4C</p>	<p>Consideration has been given to:</p> <ul style="list-style-type: none"> ● <i>online learning resources here</i> ● <i>Oak National school here</i> ● <i>technology support here</i> ● <i>guidance for parents on supporting home learning here</i> ● <i>guidance for parents of children with SEND to support home learning here</i> ● <i>EEF best evidence in remote learning here plus: summary of findings and a toolkit to support home learning</i> ● <i>DfE case studies using various methods to adapt the curriculum for remote education to best meet the needs of students and adapt teaching practice for remote education and keep students engaged</i> 	<p>Y</p>	<p>Schemes of work for year 11 have been updated to include links to relevant online learning. This is on-going work for key stage 3 and is a key priority for the improvement plan. Directed time is allocated to subject areas for this to be embedded from September.</p> <p>Improvement advisors from the Trust will support in Maths, Geography and Science to support the development of remote learning. Other subject areas will access Trust wide curriculum support through network meetings.</p> <p>The school has ensured that the majority of students can now access online learning from home, with existing and ongoing investment in Chromebooks. The ability to access Google classes will be enhanced through the autumn term, as staff receive more professional development in this area and students are taught how to use the platform. The active ingredients of this plan are:</p> <ol style="list-style-type: none"> 1. All students have access to a device and wifi. 2. Students know how to use their devices to fully utilise the key functionality of the Google platform and other relevant online platforms such as Accelerated Reader and GCSEPod. 3. Google classrooms are regularly accessed by all students. 4. All teachers have CPD which gives them the confidence to deliver Google classes in addition to face to face teaching. 5. Parent support and have a sound understanding of the online learning offer. They access online platforms to support their children in school. 	<p>Minor 2B</p>
<p>4.6. The approach</p>		<p>students remain in consistent groups where</p>	<p>Y</p>	<p>Students will be kept in consistent groups and outdoor sports should be</p>	

to physical activity within the school day has been reviewed	Moderate 3C	<p>possible.</p> <p>Sports equipment is thoroughly cleaned between each use.</p> <p>Contact sports are avoided and outdoor sports are prioritised where possible, and large indoor spaces used where not, maximising distancing between students.</p> <p>Cleaning and hygiene are given high priority.</p>		<p>prioritised where possible. Inside large indoor spaces should be used maximising distancing between students. Sports equipment that has been touched / handled should be cleaned between groups and students and staff should clean their hands before and after activities. Alternately we will rota use so it is not used for 72 hours between groups. Hand sanitiser would be useful to use regularly during sporting activities.</p> <p>To minimise close contact in changing rooms settings we will consider allowing students to wear PE kits on the days they are doing PE or coming to school / going home in PE kits if lessons are near the beginning or end of the day. Where this is not possible / practicable e.g cold weather, other activities on the same day that require more of the body to be covered, we will ensure students have cooled down prior to changing to minimise changing whilst still sweating / breathing heavily.</p>	Minor 2B
4.7. Before and after-school provision has been reviewed	Moderate 4C	<p>Consideration has been given whether/ how to restart these in the autumn term.</p> <p>Where parents are using external providers, the school has a plan in place to consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</p> <p>Extra-curricular provision subject to specific risk assessment developed with reference to DFE Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak.</p>	Y	<p>Where a student routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision, we will work through the system of controls collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the student. Students should be able to continue attending both settings. While some adjustment to arrangements may be required, students in this situation should not be isolated as a solution to the risk of greater contact.</p> <p>Whilst running a staggered start and finish, breakfast and after school provision will be suspended.</p>	Minor 2B

Focus area: Policy and procedure					
Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
5.1. Before September 2020 key policies and procedures at least are reviewed and any addendums amended or removed	Severe 4D	The following have been considered, and where changes made, shared: <ul style="list-style-type: none"> - Health and safety - Child protection and safeguarding (safeguarding and remote education here) - Attendance - Behaviour - Exclusions - Pastoral/Welfare 	Y	All updates will go to Governors on 22nd September for ratification. September 1st and 2nd training days will be used to share updates with staff. Any changes to the behaviour policy will be communicated during the training days and ongoing PD.	Moderate 3B
5.2. school leaders have considered whether enhanced safeguarding and welfare provision needs to be put in place, including planning for the potential increase	Moderate 4C	Trust safeguarding policies and procedures are followed. Identify a safe space in the school for children to go during this time should they need to speak with someone or they are in crisis. Dedicated time for DSL's to fulfill their role in September when children return to school and safeguarding concerns may increase.	Y	We are seeking additional capacity from external agencies to support this important work. School counsellor is in place and ready to take referrals.	Moderate 3B

in disclosures and welfare needs including mental health					
5.3. Procedures for fire drills have been amended as appropriate	Critical 5C	Reviewed every summer break and shared	Y	Fire safety systems and processes are robust and will follow the current system and routines. Anyone in the medical isolation room will remain apart and will have a separate muster point in the turning circle.	Moderate 3B
5.4. Other school-based policies and procedures reviewed and amended as applicable	Moderate 4C	List policies and procedures reviewed/amended here. Where amendments are made these are shared as appropriate.	Y	The school has conducted a thorough return to school plan and this has been shared at Trust level. Policies changed and currently draft pending governors meeting 22nd September: Homework and home learning; Behaviour.	Moderate 3B

Focus area: School kitchens, supply chains and contracts

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
6.1. Plans are in place to reopen school kitchens	Moderate 4C	Plans are in place and comply with the guidance for food businesses on COVID-19.		The kitchen has been open throughout the lockdown. It is managed by the Local Authority. We meet regularly with managers who share with us their risk assessment procedures to ensure that compliance is in place.	Moderate 3B

6.2. Catering and/or cleaning contracts reviewed and amended as applicable, including bringing staff out of furlough where necessary if this has not already been done	Moderate 4C	Catering and/or cleaning contracts reviewed and amended as applicable, including bringing staff out of furlough where necessary if this has not already been done. Additional resource negotiated if applicable. Engagement with professional associations/trade unions on arrangements, including sharing risk assessments.	Y	Amey, the premises contractor has not yet entered into negotiations about the financial implications of additional cleaning being in place. The school will be sharing this risk assessment with Amey, and is already in discussions about required works for reopening in September, and change notices have been raised.	Minor 2B
6.3. Supply chains reactivated	Moderate 3C	Supply chains are reactivated.	Y		Minor 1B
6.4. There is free school meals provision over the summer	Moderate 4C	Co-op and national voucher schemes in operation.	Y	The reception team is available over the summer holiday to support with any issues.	Minor 1A
6.5. Suppliers know and understand the system of controls and hygiene arrangements	Moderate 3C	Suppliers have their own agreed risk assessments, which have been shared. Suppliers follow school rules re: distancing and hygiene as above.	Y		Minor 2B
6.6. There is an agreed approach to any scheduled or ongoing	Moderate 3C	Contractors have their own agreed risk assessments. Contractors follow school rules re: distancing	Y		Minor

building works in relation to safety		and hygiene as above.			2B
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Focus area: Communications

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
7.1. There are planned and agreed communications to staff, including but not limited to: -arrangements for keeping staff and students safe - staff deployment and attendance expectations - curriculum and timetabling - workload and wellbeing - training	Moderate 3C	See: <ul style="list-style-type: none"> <input type="checkbox"/> 1.1. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently <input type="checkbox"/> 1.2. Consultation has taken place with all staff and their representatives in line with HSE requirements <input type="checkbox"/> 1.6. Agreed policy and procedures are in place should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site <input type="checkbox"/> 3.5 Staff training organised <input type="checkbox"/> 4.2 A plan is in place highlighting how the school will maintain the curriculum through home learning if bubbles have to be sent home <input type="checkbox"/> 4.5 Plans are in place outlining how remote education will be offered 	Y	All in place, as part of September planning documentation which has been shared with the Chief Education Officer for West Yorkshire.	Minor 2B

		<p>where a class, group or small number of students need to self-isolate, or where there is a local lockdown</p> <ul style="list-style-type: none"> ❑ 5.1 Before September 2020 key policies and procedures at least are reviewed and any addendums amended or removed ❑ 5.3 Procedures for fire drills have been amended as appropriate ❑ 5.4. Other school-based policies and procedures reviewed and amended as applicable ❑ 6.2. Catering and/or cleaning contracts reviewed and amended as applicable, including bringing staff out of furlough where necessary if this has not already been done ❑ 6.5. Suppliers know and understand the system of controls and hygiene arrangements 		
<p>7.2. There are planned and agreed communications to parents/carers, including but not limited to: -attendance expectations -uniform expectations -the curriculum -transport</p>	<p>Moderate 3C</p>	<p>See:</p> <ul style="list-style-type: none"> ❑ 1.1. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently ❑ 1.6. Agreed policy and procedures are in place should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site ❑ 2.1 Parental confidence has been assessed and processes are in place to communicate clear and consistent 	<p>All in place, as part of September planning documentation which has been shared with the Chief Education Officer for West Yorkshire.</p> <p>A letter has been sent to all existing and new parents of arrangements for September. This will be followed up by email, text and website messages on a weekly or more frequent basis as required.</p>	<p>Minor 2B</p>

<p>-dropping off and picking up -parents/ carers visiting the school</p>		<p>expectations around school attendance to families throughout the summer ahead of the new school year</p> <ul style="list-style-type: none"> ❑ 2.2 Leaders recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum ❑ 4.2 Leaders recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum. ❑ 4.2 A plan is in place highlighting how the school will maintain the curriculum through home learning if bubbles have to be sent home ❑ 4.5 Plans are in place outlining how remote education will be offered where a class, group or small number of students need to self-isolate, or where there is a local lockdown ❑ 4.7 Where parents are using external providers, the school has a plan in place to consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible 			
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7.3. There is an agreed frequency of communications with parents and governors	Moderate 3C	See: <input type="checkbox"/> 1.7 Business Continuity Plan updated and discussed with the Chief Education Officer and Chair of Governors <input type="checkbox"/> 8.1 Additional cost pressures due to COVID-19 have been identified and reported to Hub Finance Managers and to Governors Risk assessments shared with Chair of Governors.	Y	Monthly review by Business Manager, and shared with governors and the Trust Board. The Headteacher will have weekly catch up and briefing meetings with the Chair or vice chair of governors. Weekly messaging and updates to the website to reinforce key messaging to parents and inform them of new information as it arises.	Minor 2B

Focus area: Financial

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
8.1. Additional cost pressures due to COVID-19 have been identified and an end-of-year forecast which factors them in has been	Moderate 3C	Additional cost pressures due to COVID-19 have been identified and reported to Hub Finance Managers and to Governors.	Y	Risk assessments have identified additional PPE costs of visors and masks for all staff. We incur additional costs for enhanced and deep cleaning requirements.	Minor 2B

produced for the board					
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Focus area: Accountability

Key aspect	Risk rating before action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
9.1. Arrangements for school accountability including performance management have been made in the light of DfE guidance on how school and trust external accountability will be handled this year.	Moderate 4B	Plans and risk assessments reviewed by Chief Education Officers and Chairs of Governors. Schools and Trusts will not be held to account based on exams and assessment data from summer 2020 and data will not be used by others, such as Ofsted and local authorities, to hold schools and Trusts to account. Position on performance management (end of year reviews for 2019/20) has been communicated.	Y	Performance Management process has been completed for teaching staff. UPS applications are currently being considered.	Minor 3A

Notes

