



RISK ASSESSMENT SPRING 2021

STAFF HANDBOOK

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Full School Reopening March 2021

The following risk assessment sets out our plan to minimise the risk of transmission of coronavirus (COVID-19) in our school.

The public health advice in this guidance makes up a PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

System of controls

This is a set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

Timetable for Full Reopening

	Year 7	Year 8		Year 9	Year 10	Year 11
Start time	8.30	8.30	Start Time	8.30	8.30	8.30
Gate	Primary Entrance	Community Entrance	Gate	Secondary entrance	Main Entrance	Trim trail

Location	Family group/CW	Family group/CW	Location	Family group/CW	Family Group?CW	Family Group/CW
Period 1 09.10 – 10.10	Timetable	Timetable	Period 1 09.10-10.10	Timetable	Timetable	Timetable
Break 10.10-10.30			Period 2 10.10-11.10	Timetable	Timetable	Timetable
Period 2 10.30-11.30	Timetable	Timetable	Break 11.10-11.35			
Period 3 11.30-12.30	Timetable	Timetable	Period 3 11.35-12.30	Timetable	Timetable	Timetable
Lunch 12.30 – 1.15	Lunch first and hard court	Lunch second and 4G pitch	Period 4 12.30-1.30	Timetable	Timetable	Timetable
Period 4 1.15 – 2.15	Timetable	Timetable	Lunch 1.30-2.15	Allocated space	Allocated Space	Allocated Space
Period 5 2.15 – 3.15	Timetable	Timetable	Period 5 2.15-3.15	Timetable	Timetable	Timetable
Dismissal	2.45pm	3.00pm	Dismissal	3.00pm	3.15pm	3.15pm

St. Mary Magdalene Recovery Curriculum: an overview

A whole-school summary of how missed or home-learned knowledge and skills areas continue to be recovered in 2021.

Summaries from updated curriculum recovery plans in Spring 1 2021:

KS3:

- Practical and physical components of certain subjects' curricula have been affected the most by school closures; for subjects which carousel there are certain Family Groups who have missed out again on practical elements due to where lockdowns in 2020 and 2021 have fallen.
- A number of subjects have been able to continue to effectively deliver the planned curriculum during remote learning: Geography, English, History, Social Sciences, Maths and RS, although some skills and knowledge areas will need revisiting back in school.
- Where subjects have needed to deviate from the planned curriculum in home learning, Leads have mapped out when these schemes of work will be revisited either this year or next.
- For subjects that spiral knowledge such as Maths and Science, all units will be explicitly returned to next academic year.
- For many subjects the following skills are a concern at KS3 and will need recovery time: extended writing and reading, analytical skills; the ability to explore ideas and concepts in depth has also not been as possible.
- Many subjects positively mentioned the variety of tasks they were able to set remotely, using a range of resources in order to keep students engaged. Where practical components have not been possible subjects positively report that they have been able to develop students' theoretical knowledge and in some cases touch on higher level concepts.

KS4:

Year 11 Summary

- 6 subjects have already covered the curriculum content for the GCSE and BTEC courses prior to this lockdown and are revising and revisiting components remotely.
- 12 out of 18 subjects however are still having to deliver first time teaching of course components via remote learning, which has some obvious issues in terms of recovery time and revision opportunities when schools return.
- All subjects will need to decide how they use in-school teaching time once schools return. Live plans have been mapped out until the Summer and will be amended accordingly.
- Some subjects are having to 'recover the recovery' plans of last year, as content delivered in the first lockdown was due to be revisited now in Year 11. Subjects must pay particular attention to these units which have never been covered in school.

Year 10 Summary

- 'Recovering the recovery': Science, R.S, Maths, English and MFL all begin teaching elements of the GCSE in Year 9; in some cases these subjects are having to 'recover the recovery' plans of last year where components were initially delivered remotely to Year 9 during the first lockdown. Leads of all subjects will need to refer back to Spring/Summer 2020 remote learning and ensure that these components will be consolidated in-school at some point.

- For all subjects the disrupted assessment cycle was flagged as a concern and in terms of curriculum coverage, revision opportunities must be built into plans once schools reopen. As with the first round of curriculum recovery, the disparity between students' knowledge gaps within classes will have to be addressed carefully. Many subjects are using QLA and mini/ bespoke assessments remotely to determine the needs of their class and therefore curriculum content.
- Year 10 clearly have an extended opportunity to recover their curricular into Year 11, however this cohort has now suffered from two years of interrupted in-school learning which must be carefully reflected upon with plans changing when necessary to recover any gaps.

PSHE/SRE:

PSHE Spring/Summer schemes of work were reversed from January in order to utilise adapted schemes from the 2020 lockdown which were already suitable for home learning. PSHE lessons have continued to be delivered remotely once a week via Family Group Tutors. No content has been lost. The Year 8 contraception workshops led by BBN will have to be recovered in the Summer term (some recovering the recovery needed from last year's groups- now in Year 9).

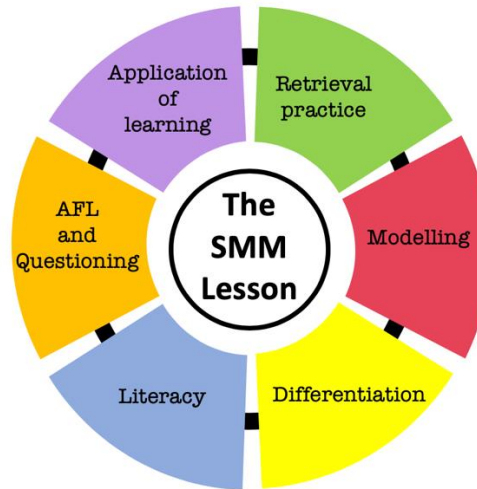
Teaching and Learning

On our return to school, maintaining the standards of teaching and learning has never been so important. As a school, we will continue to deliver innovative teaching that is inspirational, compelling and enjoyable. Our teaching should engage every learner in their journey of self-discovery, fulfilment and academic excellence. As a reminder, our central principles are:

- Consistently high-quality teaching (quality first teaching) which facilitates active, independent learning;

- Learners will be taught how to learn through a variety of strategies which encourage metacognitive learning;
- All episodes of learning are structured to promote excellent progress and positive outcomes for all learners.

Every lesson is still to be planned to feature the six key features of a St Mary Magdalene lesson – combined we believe these are key to driving the progress and attainment made by all of our students.



It is vital that we provide a safe environment for both ourselves and our students, below are key adjustments needed for our classrooms and our teaching practice to ensure this:

- Classrooms are to be set out with all desks facing forwards.
- Seating plans are to be set for all groups and are not to be changed. All students are to be sat side by side rather than face to face or side on.
- Staff are not to greet students at the door but to do so when students have entered the classroom.
- Staff are to maintain distance from students in their classrooms, they are to teach from the front of the classroom and avoid all close face to face contact with students.
- Students are not to share equipment – if provided with textbooks / equipment this is to be wiped before and after use.
- Teachers are limit printed resources and all loose papers are to be stuck into students' books by the students themselves.

Monitoring teaching:

On our return to school, we will continue to monitor teaching and learning. This remains a very important part of the continuous process of raising achievement across our school. At St Mary Magdalene we have a rigorous process of monitoring. This process will continue to include regular and focused observations, lesson drop-ins and student voice interviews throughout the academic year.

All aspects of our monitoring processes will adhere to the social distance guidelines set out by the DfE and will be carried out ensuring the safety of both teachers and staff.

Marking for learning:

Our aim for marking is for our marking to be 'meaningful, manageable and motivating'. We will continue to have effective feedback and presentation as our core aims.

As with the plan from September, we will be making the following adjustments to our marking process, these are outlined below:

- To minimise potential contamination, student books are to remain in the classroom in an allocated space.
- Teachers are to adhere to the marking policy as normal but are not to remove books from their classrooms, teachers are to wash their hands before and after completing their marking cycle.
- Where possible, teachers are to wipe students' books before and after completing their marking cycle.
- Students are not to swap books and therefore are not to provide written peer assessment in lessons. [verbal peer assessment can continue].

Frequency:

The frequency of in-depth marking is to remain unchanged. Teachers are expected to complete in-depth marking at least twice a half term. In depth marking is effective feedback that enables students to move forwards with their learning. Formal summative assessments are to be marked by teachers and will count as one cycle of in-depth marking where effective feedback is provided.

Behaviour Policy - Update

This addition to the Behaviour Policy is for use during the arrangements for education of students of St Mary Magdalene Secondary school during the return to school since September 2020. It is to be used in conjunction with, and read alongside, the Behaviour Management policy, Anti-Bullying policy, E-safety and our Child Protection policy. This policy has been produced to support all stakeholders in creating a safe learning environment for both distance learning and a managed return to the school site.

For students attending school;

In addition to the established roles, responsibilities and expectations of school staff and students, the following expectations are in place and sanctions will be upheld.

- Staff and students will adhere to the social distancing requirements in place. Failure to do so will result in a consequence.

- Staff and students to wear face covering at all times: students asked to go home and collect face covering if attending school without a mask and consequences issued to students not wearing face covering around the building.
- Staff and students will take every precaution to reduce the risk of virus transmission by regularly washing hands, using hand sanitizer and keeping work areas clean, making use of the cleaning materials provided.
- Staff and students will ensure that equipment is not shared, where possible, to minimise transmission of the virus.
- Any incident of spitting or deliberately breaking social distancing measures will result in a fixed term exclusion.
- Use of threatening, aggressive language and behaviours towards staff will result in immediate exclusion from school for a period of no less than 3 days.

Examples of behaviours that would be considered to be breaking social distancing are listed below. This list is not exhaustive and staff will use the evidence and their professional judgement when implementing a consequence for these behaviours.

- Deliberately encroaching upon someone's personal space
- Spitting of any kind
- Not adhering to social distancing measures and designated routes/classrooms/areas within the school building
- Non-compliance with instructions relating social distancing measures
- Arrival at the wrong designated time to school
- Encouraging others to break social distancing measures
- Defiance which results in SLT members being called to collect a student from a classroom

For students when having to access remote learning;

- Staff and students will continue to implement the expectations of safe internet usage stated within the E-safety policy.
- Use of inappropriate language within Satchel will result on a telephone call home to discuss.

- Any use of racist, homophobic, discriminatory, or bullying language/behaviour within Satchel will result in immediate access denied and a requirement from parents/carers to collect a paper copy of work set from the office weekly.
- Use of any school laptops to access gaming or unsafe internet will result in it being blocked.
- Adherence to all other school policies in regards to their behaviour online, such as their use of social media and issues relating to bullying.

**St Mary Magdalene Secondary Phase
Full re-opening (COVID-19) March 2021**

Assessment conducted by:	R.Hussain	Job title:	Principal	Covered by this assessment:	Staff, students, contractors, visitors, volunteers
Date of assessment:	Wednesday 2 nd September 2020	Review interval:	Weekly	Date of next review:	March 31 st 2021

Related documents	
Federation Documents: Federation Risk assessment	Government guidance: Guidacne for full opening: schools Working safely during Coronavirus

This risk assessment is to be used alongside the Koinonia federation risk assessment.

Areas for concern	Control measures	Risk Rating/Actions in place	Additions/Review First review: Friday 11 th September
1. Establishing a systematic process of full opening, including social distancing			
1.1 Net Capacity			

Available capacity of the school is reduced when social distancing guidelines are applied	<ul style="list-style-type: none"> All students will be expected back to school. 	High Yes	
1.2 Organisation of teaching spaces			
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	<ul style="list-style-type: none"> Classrooms re-arranged, with chairs and desks in place to allow for social distancing (where possible). All chairs and tables facing the front to allow for the teacher to teach from the front. LSAs to be given a clear seat with suitable spacing in line with the government guidelines. Clear signage to be displayed in classrooms promoting social distancing and in nearby corridors. All classrooms will have their windows open as much as possible to increase the flow of fresh air. Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance. Arrangements are reviewed regularly. Constant verbal reminders about new expectations in the classrooms and corridors. Students are not allowed to leave their room, unless issued with a toilet pass. Library will only be in use for the year group who are having their lunch on the roof terrace. After school homework club in the library will be year group only. 	High Yes	-
Large spaces	<ul style="list-style-type: none"> Large spaces will not be needed for teaching but will be used for keeping year groups together and for year group (only) collective worship/assemblies. The large dining area will be used in year group bubbles only. Outside areas will be sectioned off with harris fencing so that students in year groups can only enter and exit the areas designated for their year group. This will be communicated to all staff, parents and students. Staff duty rotas in place to ensure the above is observed. 	Medium Yes	
1.3 Availability of staff and class sizes			
The number of staff who are available is lower than that required to teach classes in	<ul style="list-style-type: none"> The health status and availability of every member of staff is audited and regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating and medical evidence will be provided. 	High Yes	

<p>school and operate effective home learning</p>	<ul style="list-style-type: none"> • Flexible and responsive use of learning support assistants and pastoral staff to supervise students revised regularly. • Staff are given guidance and advice by HR on procedures to access Covid-19 testing. • In the case of staff absence, there are sufficient cover teachers on site at any given time to cover lessons. 		
<p>1.4 The school day</p>			
<p>The start and end of the school day create risks of breaching social distancing guidelines</p> <p>Students and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	<ul style="list-style-type: none"> • All year groups will use one of five different entrances. • All years will be guided straight to their family tutor who will be waiting in a designated area and will take them to their family time. • A member of SLT will be positioned on each entrance point with other staff supporting at bus stops and on route to the school during the first week. • Premises staff will also be on duty to support with the potential build up of traffic outside the school. • Sanitiser will be provided at each entrance point. • Family tutors will ensure thorough hand washing takes place before entering the class. • Period 1 will have a slightly staggered start time to avoid all students travelling at the same time in the morning. • Stairs have been allocated to specific year groups which will work with the staggered changeover times. • Departure times are staggered – see page 4. Students will exit via the same route and gate as they entered. • Staff teaching last lesson will escort their class to the exit and other staff will be on duty as per the rota. • Staff and students are briefed to identify which entrances, exits and circulation routes to use. • Weekly messages communicated to parents stress the need for social distancing at arrival and departure times. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. 	<p>High Yes</p>	
<p>1.5 Planning movement around the school – inc. break and lunch</p>			

<p>Movement around the school risks breaching social distancing guidelines</p> <p>Social distancing guidance is breached when students circulate in corridors</p>	<ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • One-way systems and direct routes to staircases are in place where possible to minimise the chance of students coming close to any others outside their bubble. • Pinch points and bottle necks are identified and managed accordingly using the on-call staff and staircare rota effectively. • Change overs between breaks and returning to their class are staggered to avoid overcrowding (at the end of family time) • Students are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place. 	<p>High Yes</p>	
<p>Students may not observe social distancing at break and lunch times</p>	<ul style="list-style-type: none"> • Break & lunch times are staggered. • Additional SMT and SLT on duty at break and lunch ensuring year groups remain within bubbles in different parts of the building. • Food can be pre-paid to stop the use of the biometric system. • Top up for food will only be available online and in extenuating circumstances. Sanitiser will be next to the top-up machines. • Food is served outside via a trolley at break times for year groups. • Year 7 and 8 will have first lunch and then use separate outdoor space, for instance: <ul style="list-style-type: none"> - Year 8 will eat first in the canteen and then go the 4G pitch and outside areas bordering it - Year 7 will go to the hard court area first and then go to eat lunch in the canteen - The canteen will be thoroughly cleaned between the changover – this is a clear and allocated role. • Year 9, 10 and 11 will have the second lunch slot on a rota and then use separate outdoor space, for instance: <ul style="list-style-type: none"> - Year 9 will eat first and then go the hard court. - Year 10 will eat second and then go to the 4G pitch. - Year 11 will eat last and then go to the track area. - The canteen will be thoroughly cleaned between the changover – this is a clear and allocated role. • External areas are designated for different groups. • All students have their hands sanitised as they enter the dining hall. • Students are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. 		<p>Staggered school day</p>

	<ul style="list-style-type: none"> • Supervision levels have been enhanced relative to the usual staff:student ratios. • Students will be taken by their teacher to wash their hands before and after eating. • Floor markings will be used to manage queues and enable social distancing where necessary. • Additional arrangements are in place, such as staggering lunch times. • Guidance will be issued to parents and students on packed lunches (e.g. the use of disposable bags instead of lunch boxes). • Eating areas are cleaned immediately after they have been used at unch. 		
1.6 Student Behaviour			
Students' behaviour on return to school does not comply with social distancing guidance	<ul style="list-style-type: none"> • Clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. • Staff to model social distancing consistently. • Students' arrival and departure from school is closely monitored and clear messages are reiterated about social distancing on public transport. • The movement of students around the school is minimised. • Mixing with other year groups is avoided at all times. • Break times and lunch times are structured to support social distancing and not mixing with other year groups. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • All detentions will take place as lunch or C3 detentions led by HOY for each year group. • Additional staff will be allocated to bus stop duties to reinforce the use of face covering and social distancing. 	High	
1.7 Curriculum organisation			
Students will have fallen behind in their learning during school	<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. 	High Yes	

<p>closures and achievement gaps will have widened</p>	<ul style="list-style-type: none"> • A full recovery curriculum is planned for each subject detailing how subjects will ensure students in all year groups are supported to make up the learning lost as best possible. • Mini assessments will be given to ensure staff can address gaps in learning and students will RAG all the elements taught during lockdown. • Data is held on all students showing the extent to which they have completed their home learning, including the use of Satchel and formative self-assessment. • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi are covered. • Homework will remain using Satchel and will be submitted and marked electronically in line with the revised marking and feedback policy. 		
<p>1.8 Staff workspaces</p>			
<p>Staff rooms and offices do not allow for observation of social distancing guidelines</p>	<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and staff will be asked to work in their allocated classrooms when not teaching to allow for social distancing. • Staff will be briefed on the use of these rooms. • Staff will be briefed on side to side conversations between all staff and students • Classrooms and offices will have their windows open as often as possible to increase the circulation of fresh air • Faculty workrooms and staffroom to be used for making drinks and warming food. • Teachers to spend most of their time within their own classrooms when not teaching. • Social distancing posters and chairs removed in the main staff room. 	<p>Medium Yes</p>	<p>Staff room will only be used for hot drinks or water breaks.</p>
<p>1.9 Reception areas</p>			
<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>	<ul style="list-style-type: none"> • Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Non-essential deliveries and visitors to school are minimised. • Arrangements are in place for segregation of visitors. 	<p>High Yes</p>	

	<ul style="list-style-type: none"> • Visitors and parents are not allowed in the building – appointment only to collect school resources. Only professional external visitors will be allowed such as EP or school councillor. 		
1.10 Managing the school lifecycle			
Limited progress with the school's Autumn term calendar and workplan because of COVID-19 measures	<ul style="list-style-type: none"> • Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning. • Full use of the SIP which will incorporate the above. • Clear QA with specific focus on targeted students which we know will have fallen behind since Covid-19 • Planned and targeted intervention sessions incorporated in to the school day. 		
1.11 Governance and policy			
Governors are not fully informed or involved in making key decisions	<ul style="list-style-type: none"> • Online meetings are held regularly with governors. • Governing bodies are involved in key decisions on reopening. • Governors are briefed regularly on the latest government guidance and its implications for the school. 	Low Yes	
1.12 Policy review			
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	<ul style="list-style-type: none"> • All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, students, parents and governors will be briefed accordingly. • Behaviour planning clearly to reinforce lost routine and impose high expectations are under consideration and in line with the revised behaviour policy. 		
1.13 Communication strategy			
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> • Full staff handbook provides detailed information about the return to school • Staff – weekly staff update sent to all staff and line managers contact staff weekly. • Staff – weekly briefing; socially distanced or online. • Staff meetings to be in small groups, socially distanced or online. 	High Yes	

	<ul style="list-style-type: none"> • Students – student bulletin sent to students every Friday, sharing news and rewards for those who have best completed their home learning. • Parents – weekly newsletter send with news and updates. • Governors/Trustees – Governors updated regularly • Local authority – regular Zoom meetings with SLT and subject leaders • Regional Schools Commissioner • Professional associations • Other stakeholders – virtual where possible. 		
1.14 Staff induction and CPD			
Staff are not trained in new procedures, leading to risks to health	<ul style="list-style-type: none"> • Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management <p>Staff handbook to provide a comprehensive guide.</p>	Low Yes	
New staff are not aware of policies and procedures prior to starting at the school when it reopens	<ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • All revised policies will be clearly explained and there will be adequate time for Q&A. 	Low Yes	
1.15 Risk assessments			
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> • Different areas of the school • When students enter and leave school • During movement around school • During break and lunch times • Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used • Appropriate PPE in line with government guidance 	High Yes	
1.16 School transport			

<p>Changes to bus schedules as a result of COVID-19 adversely affect students' attendance and punctuality and do not align with staggered start and departure times</p> <p>The use of public and school transport by students poses risks in terms of social distancing</p>	<ul style="list-style-type: none"> • We do not have our own buses and will not be using the small school minibus. • The details of how students will travel to and from school are known prior to opening. • Students are reminded about the need for social distancing on the journey to and from school in line with TFL expectations. • Use of additional staff including the school's police liaison officer and SLT to help with bus stop duties, as well as the possibility of other staff being requested for support using walkie-talkies. • Guidance is in place for students and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if students are travelling with children other than from their own class. • Discussions continue to be communitied with the relevant public transport authority and with bus companies on how social distancing measures will be applied. • Students are supervised arriving at, and departing from, the main bus stops near the school. • Students and parents/carers will be encouraged to walk or cycle rather than use public transport where possible. • Staggered dismissal time for all year groups (more detail above). 	<p>High Yes</p>	
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2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19

2.1 Cleaning

<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</p>	<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleaning) is agreed with contracting agencies prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased. • All technicians to clean equipment between year group lesson changeover. • All MacBooks to be cleaned during lesson changover. • PE equipment to be allocated to certain year groups . • Antibacterial wipes and hand sanitiser to be available in each class. • Staff will not lend equipment and students will not share equipment. 	<p>High Yes</p>	
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2.2 Hygiene and handwashing

<p>Inadequate supplies of soap and hand sanitiser mean that students and staff do not wash their hands with sufficient frequency</p>	<ul style="list-style-type: none"> • Students to wash their hands at nearest allocated shared toilets before they begin the day, after break, after lunch and before they leave the building. • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Hand sanitiser to be provided for each classroom & on the entrance to the dining hall so that students clean hands upon leaving each class. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	<p>High Yes</p>	
<p>Students forget to wash their hands regularly and frequently</p>	<ul style="list-style-type: none"> • Staff training includes the need to remind students of the need to wash their hands regularly and frequently. • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. • Teachers and school leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	<p>High Yes</p>	
<p>2.3 Clothing/fabric</p>			
<p>Not wearing clean clothes each day may increase the risk of the virus spreading</p>	<ul style="list-style-type: none"> • Policies are agreed prior to the school opening on the wearing of uniforms by students and business dress by staff to minimise risks. • Expectations and guidance are communicated to parents. • Students are allowed to wear their PE kits to school if they have PE at any point during that day. 	<p>Medium Yes</p>	
<p>The use of fabric chairs may increase the risk of the virus spreading</p>	<ul style="list-style-type: none"> • Take fabric chairs out of use where possible. • Where that is not possible then ensure chairs are limited to single person use. 	<p>Medium Yes</p>	
<p>2.4 Testing and managing symptoms</p>			
<p>Lateral Testing Students and staff not testing</p>	<ul style="list-style-type: none"> • Lateral tests for all students will be administered three times over the weeks beginning 1st March and 15th March. • Students will then be given two rapid test kits per week and expected to test themselves at home. • Families of students will also be able to collect rapid tests. • Parents to email school to inform us of positive results. 	<p>High Yes</p>	

	<ul style="list-style-type: none"> • HOY to lead assemblies to ensure students understand importance of testing and wearing face covering. • LA and national campaigns to increase number of students testing. • First three in-school tests to provide training for students to test themselves. 		
Testing is not used effectively to help manage staffing levels and support staff wellbeing	<ul style="list-style-type: none"> • Guidance on getting tested has been published. • The guidance will be explained to staff as part of the induction process. • Post-testing support is available for staff through the school's EAP. • HR supports staff and provides updates. 	Medium Yes	
Infection transmission within school due to staff/students (or members of their household) displaying symptoms	<ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Any student displaying COVID symptoms will be sent home and parents contacted immediately to get students tested. If positive, students must stay at home and if negative, they can return once they are feeling better. • Procedures are in place to deal with any student or staff displaying symptoms at school. This includes the use of testing for both staff and students and appropriate action, in line with government guidance, should the tests prove positive or negative. • Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. • A record of any COVID-19 symptoms in staff or students is reported to the trust or local authority. • Staff wearing PPE to look after students displaying symptoms in medical room. 	Medium Yes	
Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	<ul style="list-style-type: none"> • Staff, students and 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. • This guidance has been explained to staff and students as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	High Yes	

<p>Staff, students and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	<ul style="list-style-type: none"> • Staff, students and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and students as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • In the event of any staff self isolating due to COVID symptoms, only staff who have had direct face to face interaction within one metre are affected. • Face to face meetings must be more than one+ metres away. 	<p>High Yes</p>	
<p>2.5 First Aid/Designated Safeguarding Leads</p>			
<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</p>	<ul style="list-style-type: none"> • Reception manned daily with a First Aider and all first aid is logged in line with school policy. • A DSL is always on site or contactable by phone. • There are two Deputy DSLs available at all times or contactable by phone. • First aiders to wear PPE when administering first aid. 	<p>High Yes</p>	
<p>2.6 Medical rooms</p>			
<p>Medical rooms are not adequately equipped or configured to maintain infection control</p> <p>The configuration of medical rooms may compromise social distancing measures</p>	<ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolation room to be used if a student/staff has suspected Covid-19. 	<p>High Yes</p>	
<p>2.7 Communication with parents</p>			
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<ul style="list-style-type: none"> • As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website has already been created and is regularly updated. 	<p>High Yes</p>	
<p>Parents and carers may not fully understand their responsibilities</p>	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text, newsletter and the school's website. 	<p>High Yes</p>	

should a child show symptoms of COVID-19			
2.8 Personal Protective Equipment (PPE)			
Provision of PPE for staff where required is not in line with government guidelines	<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. <p>School stance on face covering is that all students must wear a face covering when they are walking through the corridors or spending time in communal spaces. Students will also be encouraged to wear face coverings in lessons.</p> <ul style="list-style-type: none"> - Face covering is an actual mask designed as a precautionary measure to prevent the spread of the virus. Scarves or bandanas are not acceptable. - Face covering must go over your nose and mouth and secured under your chin (make sure you can breathe easily) - Must be washable material or reusable and in good condition - Face covering should not be touched – generally hands should be washed before putting a mask on - Face covering must not be shared - Any inappropriate behaviour using face covering will always result in a serious consequence. Students who enter school without face covering will be asked to go home to collect and those not wearing face covering throughout the day will be issued with consequences. 	Medium Yes	-
2.9 Toilets			
Queues for toilets and handwashing risk non-compliance with social distancing measures	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. 	High Yes	

	<ul style="list-style-type: none"> • Students know that only one/two student/s can be sent to the toilets/sinks at any time. • Students are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly and are pedal bins so there is no need to touch. • Students are reminded regularly on how to wash hands and if necessary, supervised in doing so. 		
3. Continuing enhanced protection for children and staff with underlying health conditions			
3.1 Students with underlying health issues			
<p>Students with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p>	<ul style="list-style-type: none"> • Parents have been provided with clear guidance and this is reinforced on a regular basis. • Parents have been asked to make the school aware of students' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. • The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • Schools have a regularly updated register of students with underlying health conditions. 	<p>High Yes</p>	
3.2 Staff with underlying health issues			
<p>Staff with underlying health issues are not identified and so measures have not been put in place to protect them</p>	<ul style="list-style-type: none"> • All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • Current government guidance is being applied. 	<p>High Yes</p>	

4. Enhancing mental health support for students and staff

4.1 Mental health concerns – students

<p>Students' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support students with mental health issues. • There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/student briefings (stories/toy characters are used for younger students to help talk about feelings). • Resources/websites to support the mental health of students are provided. • PSHE and worship will focus on mental health and general well being- this is to take place daily at the start of each day. 	<p>Medium Yes</p>	
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4.2 Mental health concerns – staff

<p>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	<ul style="list-style-type: none"> • Staff are encouraged to consider their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. These meetings will take place weekly for every member of staff. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. • Rev Dom to speak to staff who have requested support as well as general check ins. • Staff questionnaires and survey monkeys to be carried out regularly to support staff but to also inform the updated risk assessment. 	<p>Medium Yes</p>	
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<p>Working from home can adversely affect mental health</p>	<ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. 	<p>Medium Yes</p>	<p>As above.</p>
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4.3 Bereavement support

<p>Students and staff are grieving because of loss of friends or family</p>	<ul style="list-style-type: none"> • The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary. • Bereavement and Loss Policy sets out expectations and procedures. 	<p>Medium Yes</p>	
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	<ul style="list-style-type: none"> • Diocese resources – see federation RA 		
6. Operational issues			
6.1 Review of fire procedures			
Fire procedures are not appropriate to cover new arrangements	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Reduced number of staff • Possible absence of fire marshals • Staff and students have been briefed on any new evacuation procedures. Fire drill to take place within the first week. • Incident controller and fire marshals have been trained and briefed appropriately. • All students to leave the building at the nearest exit and congregarte at set out assembly point. • Year 7, 8 and 9 to assemble on the hardcourt and year 10 and 11 on the 4G pitch. All staff in one designated area unless they are HOY/SLT leading the year groups on one side of the building. • Practice fire drills will take place each half term. 		
Fire evacuation drills - unable to apply social distancing effectively	Plans for fire evacuation drills are in place which are in line with social distancing measures which will be communicated to staff, parents and students.		
Fire marshals absent due to self-isolation	An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.		