

## Implementing Protective measures in education and childcare settings

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- for the continuation of education provision for vulnerable children and children of critical workers
    - and the phased return of Year 10 pupils and Year 12 students to school from 15 June 2020
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Risk Assessment for this - Date of this assessment: 12th June 2020

Approved by Governors on: 10<sup>th</sup> June 2020

*Additional Planning for the second half of the Summer Term in the light of this and other changes*

*Date of this plan: 3rd June 2020*

This work is being carried out with reference to Government guidance, existing Health and Safety Guidance, Local Authority and Diocesan requirements. It is prepared by staff in school, agreed with Governors, communicated to staff, pupils, students and parents, implemented carefully and reviewed and updated regularly, as circumstances change, as problems emerge and as new solutions are found.

The aim of this process is to minimise the potential risks of Covid – 19 and ensure that during this next recovery phase appropriate attention is given to the health and safety, personal and social welfare and educational needs of the young people in our care, as well as to the health, safety and welfare of the staff working with them and the families and households from which both pupils and staff come.

### The following principles underpin these risk assessments and additional plans:

- Preventing the spread and transmission of the coronavirus through the way in which the school operates at this time
- Keeping pupils and students safe and healthy – physically, mentally, emotionally and spiritually
- Giving due consideration to the safety and welfare of the staff working with them
- Organisationally:
  - ensuring due attention is given to health and safety monitoring and site management
  - limiting exposure to risk of infection in travel to and from school
  - reducing the danger of transmission in the way school manages arrivals and departures from the school premises, as well as movement around the site
  - insisting on social distance being kept at all times on site and promoting a good understanding of this through clear briefings, prominent signs and pro-active reinforcement of the rules
  - being careful in the use of the school site, by both staff and pupils; managing all the different social spaces appropriately
  - arranging the teaching of pupils in a way which restricts both movement and interaction and increases social distance in classrooms
- Practically:
  - re-arranging the school site, facilities and furniture within it to support these organisational priorities
  - providing access to washbasins and hand-gel to make sure that hands are cleaned frequently
  - promoting good respiratory hygiene with the ‘catch it, bin it, kill it’ approach to prevent direct transmission (for instance, when in close contact with those sneezing and coughing)
  - cleaning the site intensively and thoroughly between sessions to prevent indirect transmission (e.g. via touching contaminated surfaces); cleaning frequently touched surfaces often using standard products, such as detergents and bleach
  - minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not come to the school
  - identifying any individuals displaying symptoms; ensuring that they can be isolated and attended to promptly and first aid given by someone suitably protected

| Risk 1: Health and Safety Policy and Practice   |   |  | Lead member of staff: MCH |             |   |
|---|---|--|---------------------------|-------------|---|
| Nature of risk, hazard or concern<br>Level of risk  | Who is affected                                     | Initial actions to reduce or control this risk   | Who                       | When        | Date action completed   |
| <p>Ensuring Health and Safety compliance at a time with both existing regulations and changing Government guidance<br/><b>Low</b></p> <p>Adaptations made to practices to prevent the spread of the coronavirus could compromise normal health and safety practices (e.g. keeping fire doors open)<br/><b>Low</b></p> <p>Some existing practices (e.g. fire drills) do not normally incorporate COVID-19 requirements, such as social distance<br/><b>Low</b></p> | <ul style="list-style-type: none"> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Review current Health and Safety Policy</li> <li>• Seek external advice on current arrangements</li> <li>• Check requirements of insurance policy continue to be met</li> <li>• Ensure health and safety compliance checks continue to be undertaken in required timescales</li> <li>• Arrange for deep cleaning of any areas out of service before use</li> <li>• Re-establish Health and Safety Committee to consult with as needed</li> <li>• Conduct inspection with responsible Governor(s)</li> </ul> | MCH                       | June 2020   | Governors SFP Committee 10/06<br>Advice from Mervin Sharp<br><br>10/06<br>12/06 3pm |
|   |   | <b>Further actions to reduce or control this risk</b>  | <b>Who</b>                | <b>When</b> | <b>Date action completed</b>  |
|   |   | <ul style="list-style-type: none"> <li>• Advice and support from other schools / Firstaid4staff</li> <li>• To set up a diary for site staff to monitor daily activities.</li> <li>• Move where people stand on the East Courts for a fire drill</li> <li>• Practise fire drill with social distance</li> </ul>   | MCH<br><br>VIB<br>PAR     | June 2020   | 09/06<br>With help from St Andrew's<br>11/06<br>12/06                               |

| Risk 2: Transport to and from school  |                 |  | Lead member of staff: COA |                         |   |
|---|-----------------|--|---------------------------|-------------------------|---|
| Nature of risk, hazard or concern<br>Level of risk  | Who is affected | Initial actions to reduce or control this risk   | Who                       | When                    | Date action completed   |
| <p>Increased risk of infection through use of public transport<br/><b>Low</b></p> <p>A reduced time-table of local transport could lead to larger groups of pupils travelling together.<br/><b>Moderate</b></p> <p>Travel of pupils or staff through crowded areas to get to school<br/><b>Moderate</b></p> <p>Concern pupils will not take proper care and maintain social distance as they travel to and from school<br/><b>Moderate</b></p> <p><i>Safety of staff needing to travel to school, but having to use public transport included in above points and actions</i></p> <p>Group of pupils ignoring advice on social distancing as they leave the school gate and make their way to the public transport.<br/><b>Moderate</b></p> |                 | <ul style="list-style-type: none"> <li>Assess the availability of transport and the arrangements being made by transport providers</li> <li>Communicate with local transport and LA to ensure transport caters for changes to start and finish times or staggered start and finish times</li> <li>Ensure that the use of public transport to travel to and from school is minimised as far as possible. This should not be during peak times. Consider how young people and staff arrive at the education setting; reduce unnecessary travel on public transport. Read <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>Ensure parents and young people are aware of recommendations on transport to and from education (including avoiding peak times). <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>encouraging young people to walk or cycle where possible</li> <li>Give clear messages to pupils about how to reduce the risks of transmission outside of school. Consider the potential for broader social mixing outside school when deciding our approach and communicate with pupils about not socialising with each other in groups outside school.</li> </ul> | COA<br>PAR<br>COA<br>COA  | 01/06<br>29/05<br>01/06 | Through LA<br>Meeting of Sec. Heads<br>Website Updated 10/06<br>Renewed for change in policy 11/06<br><br>On website<br>Link given to parents by school<br>Preparatory letter sent home 11/06 |
|   |                 | <b>Further actions to reduce or control this risk</b>  | <b>Who</b>                | <b>When</b>             | <b>Date action completed</b>  |
|   |                 | <p><i>Use of face coverings to reduce risk if travelling by public transport is now Government policy</i></p> <ul style="list-style-type: none"> <li>Respond to Government guidance as it changes</li> </ul>   | COA                       |                         |   |

| Risk 3: Arrivals at school and departures from it   |                 |  | Lead member of staff: EYK |              |   |
|---|-----------------|--|---------------------------|--------------|---|
| Nature of risk, hazard or concern<br>Level of risk  | Who is affected | Initial actions to reduce or control this risk   | Who                       | When         | Date action completed                             |
| <p>Pupils, students, staff or visitors come to work with symptoms of COVID-19<br/><b>Moderate</b></p> <p>Infection is transferred from offsite to onsite on arrival<br/><b>Low</b></p> <p>Groups of pupils arrive together and travel into the site together on arrival<br/><b>Low</b></p> <p>Pupils, students, staff and visitors do not meet the desired routines when arriving onsite<br/><b>Low</b><br/>With adults it may be <b>Moderate</b> under certain circumstances</p> |                 | <ul style="list-style-type: none"> <li>Making sure all members of the community are regularly reminded via a variety of communication the symptoms of COVID-19 and the latest government guidance on what to do if any of these symptoms are present in a member of their household</li> </ul> | COA                       | May          | On website<br>Through preparatory letter<br>11/06 |
|   |                 | <ul style="list-style-type: none"> <li>Communicate clearly through signage and modelling (video prior to arrival) the routine for arriving onsite. This must be done for all members of the community</li> </ul>   | COA                       | By June 12th | On signs at entrance to school<br>Seen 11/06      |
|   |                 | <ul style="list-style-type: none"> <li>Create/Modify and implement a rota for staff duties that supports those pupils using public transport (for example staff are placed at key points – at the gate, before SFC, in the Hall)</li> </ul>  | EYK                       |              | Video filmed<br>10/06                             |
|   |                 | <ul style="list-style-type: none"> <li>stagger drop-off and collection times</li> </ul>  | EYK                       |              |   |
|   |                 | <ul style="list-style-type: none"> <li>Signs on arrival to indicate procedures.</li> </ul>   | COA                       |              |   |
|   |                 | <ul style="list-style-type: none"> <li>Staff supervision of pupils as they arrive</li> </ul>   | Duty team                 |              | Includes First Aiders 11/06                       |
|   |                 | <ul style="list-style-type: none"> <li>Agreed follow-up with those who do not follow process.</li> </ul>   |                           |              |   |
|   |                 | <ul style="list-style-type: none"> <li>Put staff in this role with the time and ability to secure changes in attitude needed on behalf of any pupils who do not understand or accept the routines needed and why.</li> </ul>   | COA/<br>EYK               |              | JEK Staff Briefing and notices                    |
|   |                 | <b>Further actions to reduce or control this risk</b>  | <b>Who</b>                | <b>When</b>  | <b>Date action completed</b>                      |
|   |                 |  |                           |              |   |

| Risk 4: Movement around the school site   |   |  | Lead member of staff: HAN |             |                                 |
|---|---|--|---------------------------|-------------|---------------------------------|
| Nature of risk, hazard or concern<br>Level of risk  | Who is affected   | Initial actions to reduce or control this risk   | Who                       | When        | Date action completed           |
| <p>Pupils and staff who are not socially distanced while moving around the site in the morning, before lessons, between lessons, and leaving the site can transmit Covid-19 to others.</p> <p><b>Low</b></p> <p>Pupils are used to having a freedom of movement and different expectations about what is physically appropriate during transitions, seeing this as a social time when they communicate between lessons. This will be the most challenging time to manage social distancing, partly due also to physical factors, including the environment (width of corridors, possibility of classes converging).</p> <p><b>Low</b></p> | <ul style="list-style-type: none"> <li>• Pupils</li> <li>• Teachers</li> <li>• All staff</li> </ul> | <ul style="list-style-type: none"> <li>• Accessing rooms directly from outside where possible</li> <li>• Creating a one-way circulation for the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> <li>• Minimising the need for pupils to use the toilets between lessons by recommending use of Sixth Form toilets on arrival + supervision of any visits to the toilet at the lesson changeover</li> <li>• Identify pupils who need additional support to follow these measures (for example, routes round school with meaningful symbols, and explanations to support them in understanding how to follow rules)</li> <li>• Creation of a team that monitor the movement of pupils around site during the arrival and departure of pupils as well as transitions.</li> <li>• Signs around school communicating expectations about movement around the site.</li> <li>• Provide 'High Viz' jackets for the team that are ensuring pupils move safely around the school.</li> <li>• Consistent approach to entering and exiting classrooms that enables social distancing</li> </ul> | HAN                       | 12/06       | EYK's plan 08/06                |
|   |   |  | HAN / VIB                 | 12/06       | EYK/COA: route identified 05/06 |
|   |   |  | HAN Duty Team             | 12/06       | Use only Sixth Form toilets     |
|   |   |  | HAN / RUI / ROA           | 12/06       |                                 |
|   |   |  | EYK                       | 12/06       | List produced 11/06             |
|   |   |  | VIB                       | 12/06       | Tape and arrows                 |
|   |   |  | VIB                       | 12/06       | Available 10/06                 |
|   |   |  | HAN /JEK                  |             | On video                        |
|   |   |  | <b>Who</b>                | <b>When</b> | <b>Date action completed</b>    |
|   |   | •  |                           |             |                                 |

| Risk 5 : Use of different areas of the school site by staff and pupils  |   |   | Lead member of staff: EYK                             |            |   |
|---|---|---|---|------------|---|
| Nature of risk, hazard or concern<br>Level of risk  | Who is affected   | Initial actions to reduce or control this risk  | Who   | When       | Date action completed   |
| <ul style="list-style-type: none"> <li>• <b>June 2020</b><br/>Key worker and vulnerable children in routines in school already could be disrupted when other groups return.<br/><b>Low</b></li> <li>• Key Worker group may grow in number as parents return to work and become too large.<br/><b>High</b></li> <li>• The difficulty of preventing the small groups of Year 10 and 12 students from mixing with other pupils/groups when in school<br/><b>Moderate</b></li> <li>• Shared staff use of workstations in classrooms and the staff room during the school day<br/><b>Low</b>, but could become <b>Moderate</b> if Reproduction rate rises</li> </ul> | <ul style="list-style-type: none"> <li>• Vulnerable pupils</li> </ul> | <p>Identify rooms which can be used by these groups to continue process begun during full lockdown.<br/>Ensure separate entry and exit points and movement around site for these pupils</p>   | COA/<br>HEL   | 5/6        | 05/06<br><br>Changes made after half-term   |
|   | Pupils and staff  | Group may need to be divided – need appropriate rooms and increase in staff. Ensure communication is clear and timely   | COA   | 12/6       | Not yet needed  |
|   | Pupils and staff  | <p>Identify groups clearly. Communicate with parents re: attendance expectations. Stagger arrival and departure times.<br/>Ensure pupils remain in classrooms and supervised during changeover in lesson (Yr 10). Timetable Year 12 groups well away from Year 10.<br/>Create on-site team of staff to monitor movement/hand-washing/toilet breaks etc. List of “Rooms in use today”.</p>   | EYK   | 12/6       | Timetable plan given to Heads of Dept 09/06<br><br>Team created 10/06               |
|   | Staff   | Ensure appropriate induction and signage in classrooms and staffroom. Ensure computer cleaning materials available in each space for staff to use before leaving an area. “Clean it when you leave it”  | MCH   | 12/6       |   |
|   |   |   | <b>Further actions to reduce or control this risk</b> | <b>Who</b> | <b>When</b>   |
|   |   | <ul style="list-style-type: none"> <li>• Ensure Year 10 are always in same small groups each day, and different groups not mixed during the day, or on subsequent days</li> <li>• Consider consistent teacher with all groups (dependent on subject)</li> <li>• Ensure that, wherever possible, pupils use the same classroom or area of a setting throughout the day,</li> <li>• All rooms used must be thoroughly cleaned at the end of the day: specification of what is being cleaned so that it can be checked.</li> </ul> | Time-table<br><br>See RA 10                           |            | Arranged 09/06<br>2 teachers per Year 10 group per day, but same group in same room |

| Risk 6: Timetabling and rooming of classes; organisation of classrooms  |                  |  | Lead member of staff: EYK           |             |  |
|---|------------------|--|-------------------------------------|-------------|--|
| Nature of risk, hazard or concern<br>Level of risk  | Who is affected  | Initial actions to reduce or control this risk   | Who                                 | When        | Date action completed                    |
| <p><b>June 2020</b></p> <p>Pupils anxieties about the return to school<br/><b>Moderate</b></p> <p>Transmission from pupil to pupil/staff<br/><b>Low</b></p> | Pupils and Staff | <p>Year 10 have access to 'PSD' in first two weeks back.<br/>Key staff (HoY/Tutors/SLT/SEND) available for one-to-one.<br/>Identify extra space for this to happen safely.</p>   | EYK/<br>RUI                         | 10/6        | Timetable 09/06<br>Staff team set up     |
|   |                  | <p>Groups of pupils and students, where possible, are in the same room for the same sessions. Consider environment and appropriateness of it as well as size and space.</p> <p>Reduce number of staff in school to teach – departments identify one or two only who can be in school?</p> <p>Rooms are cleaned each afternoon with particular attention to touch areas to reduce risk of infection being transmitted.<br/>Windows are opened each morning by 8.30 in designated rooms.<br/>Door stops are in place by 8.30 along all used corridors and in rooms.<br/>Daily check by senior staff at 8.30am</p> <p>Rooms are measured and furniture placed/floor marked to ensure distancing is safe.</p> <p>Timetable Year 12 groups well away from Year 10.</p> <p>Pupils bring in own pen and pencil.</p> | EYK                                 | 10/6        | 09/06                                    |
|   |                  |  | HODs                                | 10/6        | 09/06                                    |
|   |                  |  | VIB                                 | 12/6        | Meeting held with ZI Tech Services 10/06 |
|   |                  |  | VIB<br>COA/<br>HAN                  | 12/6        | Daily                                    |
|   |                  |  | EYK                                 | 10/6        | Most rooms now done 11/06                |
|   |                  |  | HOY                                 | 12/6        | 09/06                                    |
|   |                  |  |                                     |             | Letter 11/06                             |
|   |                  | <b>Further actions to reduce or control this risk</b>  | <b>Who</b>                          | <b>When</b> | <b>Date action completed</b>             |
|   |                  | <p>Science practicals: materials must be cleaned after use.<br/>Year 12: Glassware from Biology and Chemistry practicals to be washed in the dishwasher on a 60C cycle as per normal practice;<br/>Physics equipment and safety goggles can be wiped over with alcohol after use. In addition to this, thin plastic disposable gloves can be provided for students if required. Students will work at separate work stations rather than in pairs in order to maintain social distancing.<br/>Year 10: delay Core practical activities until the autumn when hopefully the whole year group will be back in school.</p>  | BOB<br>HAD<br><br>Scienc<br>e staff |             | Decision taken by Science Dept. 05/06    |

| Risk 7: Preparation of staff involved on-site in the initial return of pupils and students  |   |   |   | Lead member of staff: PAR |  |
|---|---|---|---|---------------------------|--|
| Nature of risk, hazard or concern<br>Level of risk  | Who is affected   | Initial actions to reduce or control this risk  | Who   | When                      | Date action completed  |
| <p><b>Staff health and safety</b></p> <ul style="list-style-type: none"> <li>Transport, arrival, movement</li> <li>Working on site with other staff</li> <li>Shared spaces and work areas</li> <li>Hygienic practices</li> </ul> <p><b>Low</b></p> <p><b>Staff not being fully prepared for working in this context</b></p> <ul style="list-style-type: none"> <li>Changed procedures</li> <li>Physical movement</li> <li>Classroom management</li> <li>Pupil discipline</li> <li>Knowing what the specific expectations are</li> </ul> <p><b>Low</b></p> | <ul style="list-style-type: none"> <li>Any staff in school</li> </ul> | <ul style="list-style-type: none"> <li>See Risk Assessments 2-4 above (transport, movement)</li> <li>See Risk Assessments 5-6 (use of site, organisation of classrooms)</li> <li>See Risk Assessments 8-10 (hygiene and cleaning)</li> </ul> <p>General principles affecting all staff (see Risk Assessment 15)</p> <ol style="list-style-type: none"> <li>Careful decision-making about who needs to be on site when – in consultation with Head of Department to ensure a balanced workload for each member of the team – only a very limited number of pupils and students will be on site at one time</li> <li>Practical planning by the Senior Leadership Team and site staff to make the premises ready for this purpose</li> <li>Training of all staff involved, whether in teaching of classes or in being part of the dedicated site team for these days</li> <li>Active preparation of pupils and students through prior communication of expectations, which are then reinforced by very careful management once they are here</li> <li>Anticipation of possible discipline problems and of what our response will be, with Support Room in place from the first day. Part of current review of Discipline Policy and development of Pupil Support Room to be fully in operation in September 2020, together with specification of rewards and consequences for pupils in school from June 15<sup>th</sup>.</li> </ol> | <p>COA<br/>EYK<br/>COA/<br/>MCH</p> <p>PAR</p> <p>EYK</p> <p>COA</p> <p>COA<br/>EYK<br/>JEK</p> <p>HAN/<br/>RUI<br/>EYK/<br/>SPM</p> <p>JEK<br/>MIL</p> | <p>12/6</p>               | <p>Timetable constructed and shared 09/06</p> <p>Work with site staff + physical changes 08-12/06</p> <p>Training for staff – 12/06 2pm</p> <p>Preparatory letter (EYK) 11/06<br/>Expectations published (JEK)</p> <p>Shared with Heads of Year 10/06<br/>Part of Staff Training 12/06</p> <p>F1 open from 15/06</p> |

| Risk 8: Hygiene (1) – access to hand-basins and hand-gel   |                      |   | Lead member of staff: COA  |          |  |
|--|----------------------|---|--|----------|--|
| Nature of risk, hazard or concern<br>Level of risk   | Who is affected      | Initial actions to reduce or control this risk  | Who  | When     | Date action completed  |
| Indirect transmission (via touching contaminated surfaces)<br><b>Moderate</b><br><br><i>Preventing the spread of coronavirus (COVID-19) involves dealing with indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. When implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.</i> | All pupils and staff | <ul style="list-style-type: none"> <li>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 the school</li> <li>Clean hands more often than usual/frequently <a href="#">guidance on hand cleaning</a>- wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>Ensure that sufficient hand washing facilities are available. Where a sink is not nearby, provide hand sanitisers.</li> <li>Ensure that all adults and children:               <ul style="list-style-type: none"> <li>clean their hands on arrival at the setting, before and after eating Key Workers pupils/vulnerable and FSM) and after sneezing or coughing</li> <li>are encouraged not to touch their mouth, eyes and nose</li> <li>use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> <li>Minimise contact and mixing by altering, as much as possible, the environment (such as classroom, seating plans); and timetables; and equipment (including pens, pencils and resources).</li> <li>Frequency of hand washing as key to preventing transmission when surfaces are touched – hand gel and wipes readily available in different rooms and areas being used</li> <li>Clean frequently touched surfaces often using standard products, such as detergents and bleach (such as: computers in classrooms before new teacher enters, door handles, handrails and table tops)</li> <li>Change duties of caretakers to make space for regular on-site cleaning during the day</li> </ul> | COA  | By 15/06 | Sign on gate in place<br>Through PSD<br>Preparatory letter sent on 11/06 |
|  |                      | <b>Further actions to reduce or control this risk</b>   | MCH/<br>VIB<br><br>Duty Team<br><br><br><br><br><br><br><br><br><br><br>EYK,<br>HoD<br><br>MCH/<br>VIB<br><br>ZI<br>Staff<br><br>MCH/<br>VIB |          |  |
|  |                      |   |  |          |  |

| Risk 9: Hygiene (2) – preventing direct transmission of disease by promoting good respiratory hygiene  |                                    |  | Lead member of staff: COA  |   |  |
|--|------------------------------------|--|--|---|--|
| Nature of risk, hazard or concern<br>Level of risk   | Who is affected                    | Initial actions to reduce or control this risk   | Who  | When  | Date action completed  |
| <p>Direct transmission (for instance, when in close contact with those sneezing and coughing)<br/><b>Low to Moderate</b></p> <p><i>Preventing the spread of coronavirus (COVID-19) involves dealing with direct transmission (e.g., when in close contact with those sneezing and coughing). As per Risk 8: Hygiene (1) a range of approaches and actions should be employed to do this.</i></p> <p>A young person becomes unwell with symptoms of coronavirus (COVID-19) while in their setting and needs direct personal care until they can return home.<br/><b>High</b></p> <p>Used PPE<br/><b>High</b></p> <p>Face coverings staff or pupils are wearing on arrival at school<br/><b>Low</b></p> <p>Disposing of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE:<br/><b>High</b></p> | <p>Site staff / cleaning staff</p> | <ul style="list-style-type: none"> <li>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 the school</li> <li>ensure all adults and children: <ul style="list-style-type: none"> <li>clean their hands after sneezing or coughing</li> <li>are encouraged not to touch their mouth, eyes and nose</li> <li>use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> <li>ensure bins for tissues are emptied at the end of the day</li> <li>where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>Obtain PPE supplies that meet the need of our school setting</li> <li>Use PPE: a) when supervising adult at a distance of 2 metres cannot be maintained and therefore contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult; b) If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should be worn.</li> <li>should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus.</li> <li><i>must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</i></li> <li>Use a plastic rubbish bag and tie it when full, place the plastic bag in a second bin bag and tie it, put it in a suitable and secure place marked for storage for 72 hours. Waste should be stored safely and securely. Do not put your waste in communal waste areas until the waste has been stored for at least 72 hours. Storing for 72 hours saves unnecessary waste movements.</li> </ul> | <p>COA</p> <p>Site staff</p> <p>COA</p> <p>AMA<br/>BOI</p> <p>Gate<br/>Duty<br/>Staff</p> <p>AMA<br/>BOI</p> | <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> | <p>See Risk Assessment 8</p> <p>Tissues in classrooms 12/06</p> <p>Daily 8.30am check</p> <p>Starter pack received</p> <p>See RA 12</p> <p>Part of meeting on 12/06</p> <p>Staff Training 12/06</p> <p>Needs to be identified in meeting 12/06</p> |

|  |  |   |                   |                    |                                     |
|--|--|---|-------------------|--------------------|-------------------------------------|
|  |  | <p><b>Note:</b> <i>Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.</i></p> |                   |                    |                                     |
|  |  | <p><b>Further actions to reduce or control this risk</b></p>  | <p><b>Who</b></p> | <p><b>When</b></p> | <p><b>Date action completed</b></p> |
|  |  |   |                   |                    |                                     |

| Risk 10: Hygiene (3) – preventing indirect transmission of disease through regular, intensive cleaning of the site   |   |  | Lead member of staff: MCH/VIB |              |  |
|--|---|--|-------------------------------|--------------|--|
| Nature of risk, hazard or concern<br>Level of risk   | Who is affected                                     | Initial actions to reduce or control this risk   | Who                           | When         | Date action completed                                  |
| <p>Insufficient cleaning supplies<br/><b>Low</b> (currently)</p> <p>Limited availability of cleaning staff<br/><b>Low</b> (to date)</p> <p>Limited time for more extensive cleaning and limited access to the school during the day<br/><b>Low</b></p> | <ul style="list-style-type: none"> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Secure stable supply of resources needed</li> <li>• Get in touch with public sector buying organisation partners (ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed</li> </ul>  | MCH/<br>VIB                   | June<br>2020 | Stock confirmed<br>10/06                               |
|  |   | <ul style="list-style-type: none"> <li>• Review arrangements for routine maintenance of the premises - follow <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• Agree with ZI Cleaning additional hours and changes to working hours for some staff as needed + signs in every room used</li> </ul>  | MCH/<br>VIB                   |              |  |
|  |   | <ul style="list-style-type: none"> <li>• Clean touch areas (desks, chairs, doors, sinks, toilets, light switches, windows, shared telephone, photocopier) more regularly than normal</li> <li>• Organise with site staff the cleaning that will be required during the day if any areas are used by more than one group in a day</li> <li>• Purchase sanitisers – they are already in school – and ensure they are placed strategically around the school.</li> <li>• Emphasise frequency of hand-washing + hand-washing before and after actions (e.g. making coffee in staff room)</li> </ul>            | ZI                            |              | Meeting held<br>with ZI TS 10/06                       |
|  |   | <ul style="list-style-type: none"> <li>• Provide kits for teachers to clean their area if required – 2 cloths in a zip bag for each teacher</li> </ul>   | AMA<br>BOI<br>VIB             |              | Meeting 12/06<br>with sheet<br>outside VIB's<br>office |
|  |   |  | EYK/<br>COA                   |              | Training 12/06   |
|  |   |  | MCH/<br>VIB                   |              | Handed out<br>15/06                                    |
|  |   | <b>Further actions to reduce or control this risk</b>  | <b>Who</b>                    | <b>When</b>  | <b>Date action completed</b>                           |
|  |   | <ul style="list-style-type: none"> <li>• Shared materials / surfaces are cleaned more frequently</li> <li>• Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or learning environment is occupied by the same young people in one day, or properly cleaned between cohorts</li> <li>• outdoor equipment should not be used unless the setting is able to ensure it is appropriately cleaned between groups of young people using it, and that multiple groups do not use it simultaneously. <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul> | COA<br>MCH<br>VIB             |              |  |

| Risk 11: Staff presence and Pupil attendance on site - minimising contact with individuals who are unwell   |   |  |  | Lead member of staff: HAN (with help from HUD)  |   |      |                       |
|---|---|--|--|---|---|------|-----------------------|
| Nature of risk, hazard or concern<br>Level of risk  | Who is affected   | Initial actions to reduce or control this risk   | Who  | When  | Date action completed   |      |                       |
| <p>If pupils attend school feeling unwell, or displaying symptoms of Covid-19 there is a risk of transmission and the spread of the virus to pupils and staff.<br/><b>Moderate to High</b></p> <p>Parents and carers may not be aware of how to ask for a test for Covid-19 or be confused about when they should keep their child at home if unwell.<br/><b>Low to Moderate</b></p> <p>Parents and carers rely on the school to make the decision about whether their child is well enough to come to school and send their child in regardless<br/><b>Low</b></p> <p>Too many parents and carers arrive outside the site, making social distancing difficult and causing danger for pupils and parents who have to use the road being too close.<br/><b>Low</b></p> | <ul style="list-style-type: none"> <li>Parents / carers</li> <li>Pupils</li> <li>Staff</li> </ul> | <ul style="list-style-type: none"> <li>Put up signs that tell young people, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> </ul> <p>Communication:</p> <ul style="list-style-type: none"> <li>Remind parents to inform the school if anyone in the house is displaying symptoms</li> <li>Tell parents that if their child needs to be accompanied to the school, only one parent should attend</li> <li>Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>Also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> </ul> <p>Arrival</p> <ul style="list-style-type: none"> <li>make clear to parents they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>A clear register of pupils who have agreed to attend school and those who will not be attending.</li> <li>A process of follow up conversation with pupils who have not attended to ascertain if they have Covid 19 symptoms.</li> <li>HUD to inform Croydon of daily attendance.</li> <li>A clear process for taking registers of the new groups and ensuring pupils are where they should be. Create a system of following up absences from lessons.</li> </ul> | <p>HAN / VIB</p> <p>HAN</p> <p>HAN</p> <p>HAN / SLT</p> <p>HAN</p> <p>RUI</p> <p>HUD</p> <p>HUD</p> <p>HAN</p> | <p>12/06</p>  | <p>Outside 10/06</p> <p>Part of preparatory letter 11/06</p> <p>Gate duty brief 12/06</p> |      |                       |
|   |   |  |  | Further actions to reduce or control this risk  | Who   | When | Date action completed |
|   |   |  |  | <ul style="list-style-type: none"> <li>Train reception staff to direct parents to direct parents/carers to the appropriate information about testing and Covid-19 symptoms</li> <li>Find a safe way for parents to drop pupils at school without clogging Selborne Road and compromising social distancing. Discourage parents from driving up Selborne Road or Brownlow Road.</li> <li>Education for parents / carers about what to do if their child displays symptoms, including communicating with the school.</li> </ul> | <p>BAC</p> <p>SLT</p> <p>SLT<br/>HoY</p>  |      |                       |

| Risk 12: First Aid - handling and caring for individuals displaying symptoms of the coronavirus  |  |  | Lead member of staff: |                       |                       |
|--|--|--|-----------------------|-----------------------|-----------------------|
| Nature of risk, hazard or concern<br>Level of risk   | Who is affected                            | Initial actions to reduce or control this risk   | Who                   | When                  | Date action completed |
| <p>If pupils attend school feeling unwell, or displaying symptoms of Covid-19 there is a risk of transmission and the spread of the virus to pupils and staff.</p> <p><b>High</b></p> <p>N.B.</p> <p><i>if a pupil becomes unwell with symptoms of coronavirus while at school and needs direct personal care until they can return home, a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</i></p> <p>First Aiders issuing first aid do not have the correct level of training to cover infection control or support in an 'emergency' scenario without putting themselves at risk.</p> | Pupils and staff managing the unwell pupil | <ul style="list-style-type: none"> <li>send home and advise to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</li> <li>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If not possible to isolate them, move them to an area at least 2 metres away from others.</li> <li>Adapt the purpose of the governors' room or equivalent that can act as an 'isolated' room</li> <li>If they need to go to the toilet while waiting to be collected, they should use a separate toilet, which should be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>PPE is worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained – See Risk 9 (Hygiene 2)</li> <li>In an emergency, call 999 if they are seriously ill or injured or life is at risk. Do not visit GP, pharmacy, urgent care centre or a hospital.</li> <li>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce risk of passing the infection on to other people. <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>Consider first aiders when time-tabling on-site team for return.</li> <li>Arrange training for the onsite first aid team that includes infection control and any managing 'emergencies' during COVID-19.</li> </ul> | Onsite first Aid Lead |                       |                       |
|  |  | Who  | When                  | Date action completed |                       |
|  |  |  |                       |                       |                       |

| Risk 13: Dealing with a suspected case of COVID-19 on site   |  |   | Lead member of staff: PAR                  |      |                       |
|--|--|---|--|------|-----------------------|
| Nature of risk, hazard or concern<br>Level of risk   | Who is affected  | Initial actions to reduce or control this risk  | Who  | When | Date action completed |
| <p>A pupil or member of staff has an onset of:</p> <ul style="list-style-type: none"> <li>a new continuous cough</li> <li>a high temperature</li> <li>a loss of, or change in, your normal sense of taste or smell (anosmia)</li> </ul> <p><b>High</b></p> <p><i>Possible infection is where a person has coronavirus (COVID-19) symptoms and is currently awaiting a test result.</i></p> <p><i>Confirmed infection is where a person has tested positive for coronavirus (COVID-19). The section below (After ending self-isolation and/or household-isolation) has further information.</i></p> <p>Confusion may arise as to how the school and other pupils or members of staff should respond</p> <p>Staff dealing with this at the time may be unsure exactly what action they should take</p> <p>Other staff and pupils are likely to be worried or alarmed about the possible implications for them.</p> | <ul style="list-style-type: none"> <li>Pupils</li> <li>Staff</li> <li>Families of all the above</li> </ul> | <p>Inform the person responsible for First Aid that day.</p> <p>Minimise contact with pupils and staff who become unwell.</p> <p>Inform the Headteacher or a Senior Assistant Headteacher, who will consult with other senior staff, inform those who need to know both within and outside the school and ensure that the necessary steps taken.</p> <p>Communicate afterwards with anyone affected.</p> <p>The person concerned is instructed to:</p> <p>The person concerned is instructed to:</p> <ul style="list-style-type: none"> <li>Self-isolate at home for at least 7 days from when the symptoms started</li> <li>Order a COVID-19 test by visiting NHS.UK to arrange or contact NHS 119 via telephone if they do not have internet access</li> <li>Any pupil or other learner who begins displaying coronavirus symptoms while at school should wherever possible be collected by a member of their family or household. If exceptional circumstances and the parents cannot collect the child follow the guidance</li> <li>Pupils, young people or staff living in the same household as <a href="#">here</a> someone with these symptoms should self-isolate at home for 14 days consider alerting people they have had close contact in the last 48 hours to tell them they have symptoms of coronavirus COVID-19</li> <li>continue to self-isolate after 7 days, or longer, if he/she still has symptoms other than cough or loss of sense of smell/taste</li> <li>does not need to self-isolate with only a cough or loss of sense of smell/taste after 7 days, as these symptoms can last for several weeks after the infection has gone. See <a href="#">ending isolation</a></li> <li>reduce the spread of infection at home by washing hands regularly for 20 seconds using soap and water, or use hand sanitiser, and cover coughs and sneezes.</li> <li>use the <a href="#">NHS 111 online</a> coronavirus (COVID-19) service if he/she cannot cope with symptoms at home, or the condition gets worse, or if symptoms do not get better after 7 days</li> <li>must follow the same guidance on self-isolation again if he/she develops new coronavirus (COVID-19) symptoms at any point after ending the first period of isolation (self or household)</li> </ul> | <p>Staff on site</p> <p>PAR</p> <p>SLT</p> |      |                       |

|  |  |   |                   |                    |                                     |
|--|--|---|-------------------|--------------------|-------------------------------------|
|  |  | <p>If the test result is positive, this person will receive a request by text, email or phone to log into the NHS Test and Trace service website and provide information about recent close contacts. <a href="#">NHS Test and Trace: if you're contacted after testing positive</a></p> <p>Implications for those who have been in close contact with a person who has coronavirus: <a href="#">NHS Test and Trace: if you've been in contact with a person who has coronavirus</a> - <i>Close contact means:</i></p> <ul style="list-style-type: none"> <li>• <i>having face-to-face contact with someone (less than 1 metre away)</i></li> <li>• <i>spending more than 15 minutes within 2 metres of someone</i></li> <li>• <i>travelling in a car or other small vehicle with someone (even on a short journey) or close to them on a plane</i></li> </ul> <ol style="list-style-type: none"> <li>1. staying at home (self-isolate) for 14 days from day of last contact with the person - it can take up to 14 days for symptoms to appear</li> <li>2. not leaving home for any reason – order food or medicine online or by phone, or ask friends and family to drop it off at your home</li> <li>3. no visitors in home, including friends and family – except for essential care; trying to avoid contact with anyone they live with as much as possible; people they live with do not need to self-isolate if they do not have symptoms</li> </ol> |                   |                    |                                     |
|  |  | <p><b>Further actions to reduce or control this risk</b></p>  | <p><b>Who</b></p> | <p><b>When</b></p> | <p><b>Date action completed</b></p> |
|  |  | <ul style="list-style-type: none"> <li>• Access to testing will enable pupils to get back into education, if the test proves to be negative. To access testing, parents will be able to use the 111 online coronavirus service.</li> <li>• Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in education. Education settings as employers can book tests through an online digital portal. Employees can also book tests directly on the portal.</li> </ul>   |                   |                    |                                     |

| Risk 14: Managing an outbreak of COVID-19 on the school site      |   |   | Lead member of staff: PAR    |      |                       |
|---|---|---|------------------------------|------|-----------------------|
| Nature of risk, hazard or concern<br>Level of risk                | Who is affected   | Initial actions to reduce or control this risk  | Who                          | When | Date action completed |
| Receiving <u>confirmed</u> case/s of COVID-19<br><b>Very High</b> | other members of the school community, family members and members of the public if individual travels to and from school via public transport | As soon as a confirmed case has been reported a member of SLT should Contact the LCRC on 0300 303 0450and inform Croydon’s Director of Public Health via - <a href="mailto:Shelley.Davies@croydon.gov.uk">Shelley.Davies@croydon.gov.uk</a> and <a href="mailto:Rachel.Flowers@croydon.gov.uk">Rachel.Flowers@croydon.gov.uk</a>  | PAR<br><br>EYK<br>COA<br>HAN |      |                       |
|   |   | <p>report the case/s to <b>PHE South London Local Health Protection Team</b><br/> <b>Contact number – 0344 326 2052 to arrange a rapid investigation</b></p> <p>Ensure the school is being appropriately cleaned following the guidelines - <a href="#">COVID-19: cleaning of non-healthcare settings</a></p> <p>The rest of the class or group of the individual should be sent home and advised to self-isolate for 14 days.</p> <p>As part of the national test and trace programme, if other cases are detected within school or in the wider setting Public Health England’s local health protection teams will conduct a rapid investigation and will advise on the most appropriate action to take. In some cases, a larger number of other children may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group.</p> <p>If we follow the guidance on infection prevention and control, this will reduce risk of transmission and closure of the school will not generally be necessary.</p> |                              |      |                       |
|   |   | Further actions to reduce or control this risk  | Who                          | When | Date action completed |
|   |   |   |                              |      |                       |

| Risk 15: Wider implications for pupils, staff, parents and Governors   |  |  | Lead member of staff: PAR   |   |                        |
|--|--|--|---|---|------------------------|
| Nature of risk, hazard of concern  | Who is affected  | Initial actions to reduce or control this risk   | Who   | When  | Further points to note |
| <p><b>Pupils –</b></p> <ul style="list-style-type: none"> <li>• may be worried about returning to school</li> <li>• may have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not)</li> <li>• may have specific needs which it has not been possible to meet during the period of closure</li> <li>• may not have coped well with an on-line curriculum and now be disadvantaged in their learning</li> <li>• may have been through a significant change in their circumstances since March</li> <li>• may not realise the implications of this pandemic for how the school has to operate now</li> <li>• may not react well to a return to school for reasons which are not anticipated or known</li> <li>• may already lack self-discipline in ordinary school time – this could make it worse</li> </ul> | <ul style="list-style-type: none"> <li>• The pupils concerned</li> <li>• Other pupils in their classes</li> <li>• Other pupils on site</li> <li>• Staff who are working with these pupils</li> </ul> | <ul style="list-style-type: none"> <li>• A well-structured and well organised welcome (RA3)</li> <li>• Clear boundaries set through preparatory information and the consistency of messages given by the team of staff on site (RA4)</li> </ul> <p>In advance:</p> <ul style="list-style-type: none"> <li>• Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk</li> <li>• Consider how pupils with specific needs are reintegrated and which pupils need specific care which cannot be delivered whilst ensuring social distancing</li> <li>• Identify pupils needing particular preparation before starting lessons</li> <li>• Put support in place for pupils who are having difficulties in their classes in the first days after a return</li> <li>• Make support available to staff encountering disruptive or disrespectful conduct in their classes</li> </ul> <p>On the return to school:</p> <ul style="list-style-type: none"> <li>• Include proper opportunities for teaching and pastoral staff to lead structured sessions on the process of return to school – use of ideas from the Recovery Curriculum / RESTORE principles</li> <li>• Use good materials to explain and maintain social distancing</li> <li>• Promote understanding of the different experiences for pupils and students during lockdown</li> <li>• Deliver activities that focus on relationships – adult/pupil, pupil/pupil</li> </ul> <p>At the end of each session:</p> <ul style="list-style-type: none"> <li>• Provide a good opportunity for staff involved to review the session together (particularly in the early days)</li> <li>• Communicate well with Form Tutors, Pastoral Leaders not on site, as needed</li> </ul> | <p>PAR + SLT</p> <p>HAN RUI</p> <p>EYK SPM</p> <p>JEK MIL</p> <p>HAN RUI ROA</p> <p>COA HAN EYK</p> | <p>From 8/6</p> <p>Once classes are known</p> |                        |

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| <p><b>Staff</b></p> <p><b>Communication:</b> working remotely makes this much more difficult</p> <p><b>Availability:</b> being able to assess who is able to come into school and matching this with the needs of provision on site; this may also change on a daily basis</p> <p><b>Workload:</b> everything is taking much longer and for most pupils and students their curriculum will continue to be on-line</p> <p><b>Expectations:</b> it is difficult to communicate thinking as it is developing and staff coming in to teach classes now may be unsure how things are going to work</p> <p><b>Anxieties:</b> the effects of the virus, the risk to their own health; the risks of travelling into school; the risks of contact with other staff and pupils here; the uncertainties of the situation – number of pupils / students in; procedures for movement around site; classrooms to be used; how pupils will respond; what happens if they do not follow instructions; what happens if they are not in a good state of mind to learn; the effects of not having been in school for some time</p> | <ul style="list-style-type: none"> <li>• All staff, including those who are not working on the school site at the moment</li> </ul> | <ul style="list-style-type: none"> <li>• Frequency of communication – daily staff briefings, weekly line management meetings by phone, other contact as appropriate</li> <li>• Keeping staff informed about plans (for example, safety measures, timetable changes and staggered arrival and departure times)</li> <li>• Informal communication with staff who have particular concerns</li> <li>• Formal communication with groups of staff, where appropriate; liaison with Trade Union representatives</li> <li>• Assess availability of all staff including those who are self-isolating, underlying health conditions, family considerations, staff subject to shielding or are in a household where someone is shielding</li> <li>• Availability of supply staff for vacancies or long-term absences</li> <li>• Assess impact on individual staff of lockdown and residual effects</li> <li>• If the situation continues, carry out a risk assessment for all staff, using a format provided. Follow ASCL/BAME Network guidance of doing this in an open, collaborative way, for BAME staff as a priority: use form provided by Octavo/Croydon LA for individual staff assessments as needed, prior to any work on site - clinically extremely vulnerable , vulnerable or underlying health condition, pregnant, - All the above: (self or household member) BAME (self or family / household members)</li> <li>• Organise timetable and share workload in the departmental team so that all parts are covered without any individual being overloaded</li> <li>• Be aware of individual concerns and any perceived inequalities</li> <li>• Arrange training for staff specifically involved in lessons on site in: <ul style="list-style-type: none"> <li>○ Being steady, regulated and calm, familiar and consistent</li> <li>○ Socially engaging – facial cues, prosody, body language</li> <li>○ Listening – PSD/ 1:1 – accepting and validating, reflecting back, clarifying, offering support, empathic response</li> </ul> </li> <li>• Work together on getting the environment right <ul style="list-style-type: none"> <li>○ Establishing routines and expectations before pupils return</li> <li>○ Clearly defined and visual; explicitly taught; gently held and modelled; predictable – highlighting certainty – rooms/ spaces/ adults/ routine - same spaces – proprioception</li> </ul> </li> <li>• Set up a process of review after each session</li> <li>• Consider the support needs of staff and put in place interventions to support everybody’s mental health - N.B. Staff wellbeing linked with pupil wellbeing – Dysregulated adults cannot calm dysregulated children. Staff wellbeing helps staff support pupils effectively.</li> </ul> | <p>PAR</p> <p>PAR<br/>EYK<br/>HAN<br/>COA</p> <p>Team<br/>Leader</p> <p>EYK</p> <p>JEK<br/>ROA<br/>RUI</p> <p>PAR<br/>EYK</p> |  |  |
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| <p><b>Curriculum &amp; Transition</b><br/> <i>We assume pupils are ready to proceed with the curriculum model we would typically follow.</i></p> <p>Staff are not prepared for the different challenges posed by the new environment for teaching.</p> <p>Pupils with specific needs are unsettled, unable to cope with this new way of working. Pupils are not used to working in a classroom environment and the expectations that come with that. Pupils are anxious about the changes to their school lives as well as all the changes in their home lives. Year 6 pupils are made more anxious about transition due to the circumstances.</p> | <p>Pupils<br/> Teachers<br/> Support staff</p>   | <ul style="list-style-type: none"> <li>• Balancing the need for remedial work and “catch up” with the social/emotional needs of the children &amp; young people</li> <li>• Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils</li> <br/> <li>• Maximising impact of additional adults matched to those identified pupils who need the support most</li> <li>• Sharing new ways of working with staff required onsite</li> <br/> <li>• Managing transition (at all stages) to best support the next stage of learning</li> <li>• Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils)</li> <br/> <li>• Funding may be offered to support the most vulnerable pupils over the summer</li> </ul> | <p>EYK /<br/> RUI<br/> HOD /<br/> Teacher</p> <p>ROA</p> <p>HAN /<br/> SLT<br/> COA</p> <p>COA/<br/> ROA</p> <p>SLT to<br/> keep<br/> in-<br/> formed</p> | <p>12/06</p> |  |
| <p><b>Parents and Carers</b></p> <p>Some are very concerned about their children coming back to school at all.</p> <p>Some are very concerned about their children remaining at home.</p>  | <ul style="list-style-type: none"> <li>• All parents and carers in some way</li> </ul> | <ul style="list-style-type: none"> <li>• Quality and frequency of information provided</li> <li>• Appropriate timescales for notice of changes to provision</li> <li>• Support with access to on-line materials and resources</li> <li>• Personal contact, as needed</li> <li>• Availability of staff for those with particular concerns</li> <li>• Understanding of the different implications of this pandemic for different families</li> <li>• Awareness of additional anxieties of those in more vulnerable groups</li> </ul>  |   |              |  |
| <p><b>Governors</b></p> <p>They have important responsibilities for overseeing the leadership of the school at a time when they also have to meet and work remotely and cannot visit the site.</p>   | <ul style="list-style-type: none"> <li>• All members of the Governing Body</li> </ul>  | <ul style="list-style-type: none"> <li>• Flow of information to keep pace with changes in circumstances and Government guidance</li> <li>• Ability to hold meetings remotely</li> <li>• Effectiveness of Committees in taking responsibility for specific areas</li> <li>• Availability of Chair and others, when needed at short notice</li> <li>• Quality of advice and support provided by the SDBE and the LA in dealing with unusual circumstances</li> </ul>  |   |              |  |