

# COVID-19: Operational risk assessment for school reopening



This risk assessment uses the template produced by the Star Academies multi-academy trust on their website [www.reopeningschools.org](http://www.reopeningschools.org).

This document should be read in conjunction with the latest guidance on school reopening issued by the Department for Education as follows:

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

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<b>Date of assessment:</b>	17 August 2020	<b>Date of next review:</b>	Early/mid-September 2020 following full return of students into school
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Related documents	
<b>School documents:</b> <ul style="list-style-type: none"> <li>Operational plan for reopening</li> <li>Safeguarding arrangements and child protection policy</li> <li>Other policy documents</li> </ul>	<b>Government guidance:</b> <ul style="list-style-type: none"> <li><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> <li><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></li> <li><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></li> <li><a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a></li> <li><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></li> </ul>

## Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	H
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L
	<b>Minor:</b> Causes physical or emotional discomfort.	M	L	L

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>1. General infection control</b>				
<b>1.1 Prevention</b>				
<b>Spread of COVID-19 due to poor hygiene and infection control</b>	<p>Current government guidance sets out the PHE system of control measures as follows:</p> <p><b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></p> <p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in at least the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms. This only applies to those who begin their isolation on or after 30 July. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>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 age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a</p>	<p>General compliance with the system of controls as described below:</p> <ul style="list-style-type: none"> <li>Any student or member of staff developing COVID-19 symptoms must remain at home and self-isolate in line with current Government/PHE guidance after testing positive for coronavirus. Anyone in their household needs to self-isolate in line with the guidance (including siblings). This will be communicated to parents regularly.</li> <li>Any student or staff member will go home immediately if they have symptoms. They should take a coronavirus test as soon as possible.</li> <li>Any student developing COVID-19 symptoms in school will be isolated in the Student Support medical room until collected by a parent. Supervising staff should keep at a distance of 2m from the symptomatic student. PPE will be worn if distancing of 2m or more from the symptomatic student is not possible or there is a risk of contaminated from body fluids. If the student uses the toilet, it will be thoroughly disinfected before use by anyone else.</li> <li>All staff and students will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms will be cleaned with normal household disinfectant.</li> </ul>		

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	<p>very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>			
	<p><b>2. Clean hands thoroughly more often than usual</b></p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> </ul>	<ul style="list-style-type: none"> <li>• All students and staff will sanitise hands on entering and leaving the school site and before and after each lesson. Sanitiser dispensers will be located outside the Sports Centre, in all staff work areas, and at the entrance to or inside each classroom. All staff will be provided with personal supplies of sanitiser.</li> <li>• All students and staff will be regularly reminded to wash hands before and after visiting the toilet, coughing/sneezing and having a meal.</li> <li>• All students will receive regular reminders on effective handwashing routines – including using videos during registration and on screens in social areas and corridors.</li> <li>• The site team and cleaning staff will schedule checks during each day on stocks of hand sanitiser, soap and paper towels to check there is adequate supply.</li> </ul>		

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	<ul style="list-style-type: none"> <li>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>			
	<p><b>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (except children under the age of 11), when attending a hospital as a visitor or outpatient, or when in a shop or a supermarket.</p>	<ul style="list-style-type: none"> <li>The school will deploy posters that remind students and staff about the importance of catching a cough or sneeze in tissue, disposing of the tissue and washing hands, particularly on corridor/social area screens, by washbasins/toilets and at entry/exit points.</li> <li>All classrooms, social spaces and corridors will have adequate bins. There will be an enhanced schedule for bins to be emptied and disinfected.</li> <li>All students and staff <b>must</b> wear a face covering if using public transport to get to or from school.</li> <li>The school will make face shields available for use when staff are not able to maintain social distancing.</li> </ul>		
	<p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</b></p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> <li>more frequent cleaning of rooms and shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal</li> <li>toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</li> </ul>	<ul style="list-style-type: none"> <li>The cleaning contractors will provide an enhanced cleaning schedule throughout the day, with regular disinfection of frequently touched surfaces.</li> <li>All classrooms will be provided with cleaning materials (disinfectant spray and paper towels or wipes) for teachers to use on any surfaces or equipment before and after each lesson.</li> <li>Disinfectant wipes will also be provided in each specialist room for use by students to clean their workspace and specialist equipment (in addition to the disinfection carried out by cleaners).</li> <li>A ‘deep clean’ disinfection of the full school will be undertaken on Friday afternoons.</li> </ul>		

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	<ul style="list-style-type: none"> <li>Public Health England has published revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</li> </ul>			
	<p><b>5. Minimise contact between individuals and maintain social distancing wherever possible</b></p> <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>children's ability to distance</li> <li>the lay out of the school</li> <li>the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> <li>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</li> </ul> <p><b>Specific Considerations</b></p> <p>In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools</p>	<ul style="list-style-type: none"> <li>Each year group 7 to 11 is a single bubble. Year 12 and Year 13 will be kept separately as far as possible (e.g. in lessons), but will be considered as one bubble.</li> <li>Each year group will have a designated set of classrooms for their lessons, in which no other year group students are permitted. This will minimise movement around the school and mitigate crowding on corridors and contact with students of other year groups.</li> <li>Staff will move between rooms and will be required to maintain social distance from students as far as possible at all times, or to use other measures such as face shields or screens where this is not possible.</li> <li>The timings of the school day are amended to provided staggered break and lunch times.</li> <li>Each bubble will have a designated outdoor area for socialising at break and lunchtime.</li> <li>When using specialist rooms: <ul style="list-style-type: none"> <li>Disinfect teacher and student workspaces before and after lesson.</li> <li>Students sanitise before and after the lesson.</li> <li>The class wait in their bubble and their movement to and from their specialist venue is managed by their teacher to avoid crowding on corridors.</li> </ul> </li> <li>One way systems will be implemented within buildings wherever possible.</li> <li>Students and staff should not share any belongings, including stationery. There will be a stock of new stationery available for students who forget. Staff will be provided with their own CleverTouch pens, whiteboard markers and rubbers for use as they move from room to room.</li> <li>Students will not have access to lockers (including to store mobile phones) as these are not conducive to maintaining any social distance. They should bring to school only the resources needed for that day.</li> <li>Lesson resources (eg textbooks) may be shared within the bubble (ideally, restricted to individual classes if this is possible). Such resources should not be shared with students</li> </ul>		

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	<p>with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p>	<p>in other year groups until and unless they are disinfected or they are left for a period of 48 hours (72 hours for plastic).</p> <ul style="list-style-type: none"> <li>• Where topics in a subject require the use of specialist equipment across year groups and the equipment cannot be disinfected between uses, the scheme of work should be revised to allow topics to be delivered in a different sequence.</li> <li>• Student exercise books or other paper scripts will be placed in a plastic box (for the teacher) and retained in school for 48 hours before being marked by the teacher. The same approach will be taken to return marked books or scripts. Teachers will disinfect hands before and after marking scripts.</li> <li>• Staff work areas will be reconfigured to ensure 2m social distancing between workstations. If this is not possible, 'sneeze screens' will be used to provide physical barriers.</li> <li>• Classrooms will be reconfigured to seat all students facing in the same direction, and to provide as much space as possible (ideally at least 2 metres) between students and the teacher. Where this is not possible, other preventative measures such as physical screens will be used.</li> </ul>		

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	<p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>			
	<p><b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b></p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>	<ul style="list-style-type: none"> <li>• The school will maintain stocks of PPE and deploy them around school as required.</li> <li>• PPE should be worn by staff in specific circumstances, for example:</li> <li>• Provision for students whose care routinely involves the use of PPE due to their intimate care needs.</li> <li>• First aid. No additional PPE is needed for anyone who does not have coronavirus (COVID-19) symptoms. Where a student is displaying COVID-19 symptoms, staff should wear face masks, gloves and aprons. Eye protection will be needed if splashing from bodily fluids is likely to occur.</li> <li>• The provision of direct personal care for a student with suspected COVID-19 where 2m distancing cannot be maintained (e.g. waiting for a pupil to be collected from school). In such cases, staff should wear face masks, gloves and aprons. Eye protection will be needed if splashing from bodily fluids is likely to occur.</li> <li>• Face shields will be available for staff for use in situations where 2m social distancing from students cannot be maintained or guaranteed.</li> </ul>		

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<b>1.2 Response to any infection</b>				
<p><b>Spread of COVID-19 due to poor hygiene and infection control</b></p>	<p><b>7. Engage with the NHS Test and Trace process</b></p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school.</li> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>• if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>• if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste.</li> </ul> <p><b>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</p>	<ul style="list-style-type: none"> <li>• Any member of staff displaying COVID-19 symptoms will be sent home immediately and asked to book a test. They will be asked to inform the school of the result. The member of staff will be reminded of the Government guidance on self-isolation.</li> <li>• Any student displaying COVID-19 symptoms will be isolated in school until a parent is able to collect them. Parents will be asked to book a test and to inform the school of the result. Students Support staff will follow up with the parent if no response is received. Parents will be reminded of the Government guidance on self-isolation.</li> <li>• The school will share information about, and promote engagement with, the national and/or local Test and trace process with all staff, students and parents.</li> <li>• The school will contact the local health protection team to inform them if anyone at school tests positive. This team should also contact schools directly if they become aware that someone who has tested positive for COVID-19 attended the school.</li> <li>• The health protection team will carry out a rapid risk assessment and confirm next steps.</li> <li>• Following advice from PHE, the school will send home those staff and students who have been in close contact (direct contacts, proximity contacts or travelling in a small vehicle) with the person who has tested positive, advising them to self-isolate in line with the current Government guidance.</li> <li>• The school will keep records of staff and students in each bubble, plus anyone who has had close contact.</li> <li>• The school maintain a record of all staff and students who are self-isolating and who have tested positive. These spreadsheets must be kept up to date.</li> <li>• PHE provide a suite of letters to use in various circumstances. The school will make use of these to ensure effective advice is disseminated to students, staff and parents when relevant.</li> <li>• A template letter will be used by the school, on the advice of the health protection team, to send to parents and staff if needed. The school will not share the names or details of people with suspected or confirmed coronavirus (COVID-19) unless essential to protect others.</li> <li>• The local public health protection team will liaise with the school if more extensive closure is required due to a suspected outbreak.</li> </ul>	<p style="text-align: center;">G</p>	<p style="text-align: center;">M</p>

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	<p>Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for</li> </ul>	<ul style="list-style-type: none"> <li>• The school will keep the Governing Board and the LA updated (by completing relevant proforma). Other local schools will also be informed where family connections are known.</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
	<p>households with possible or confirmed coronavirus (COVID-19) infection'</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p><b>9. Contain any outbreak by following local health protection team advice</b></p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>			

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>2. Organisational issues</b>				
<b>2.1 Organisation of year group bubbles</b>				
<p><b>Unintended mixing between year groups will increase the risk of the virus spreading</b></p>	<ul style="list-style-type: none"> <li>• There is full compliance with the 9 PHE system control measures set out in the latest government guidance.</li> <li>• Each year group is allocated a designated set of rooms/spaces and stays within this area except for specialist teaching (e.g. science, technology, art) or when using the dining room or other shared spaces.</li> <li>• All specialist teaching facilities and equipment will be cleaned and disinfected after use and before use by a new group.</li> <li>• Planning and Schemes of Work are reviewed and revised to minimise the use of shared and specialist facilities by bubbles one after the other and to maximise the use of teacher demonstrations rather than practical activity by pupils.</li> <li>• Pupils observe hygiene guidance and wash hands frequently.</li> <li>• Teachers moving between groups will comply with social distancing and hygiene guidance.</li> <li>• Timetable and arrangements for each year group avoid contact between year groups when moving outside their designated space (e.g. when moving to specialist rooms; at break times; on arrival or leaving).</li> <li>• Staggered arrival and leaving times; break times and lunch times.</li> <li>• Social distancing is fully observed when small groups of pupils are withdrawn (e.g. for SEND pupils), in Alternative Provision/internal inclusion units and when pupils are in detention.</li> </ul>	<p><b>Arrangements for years 7, 8 and 9</b></p> <ul style="list-style-type: none"> <li>• 'Base rooms' assigned for each tutor group for AM registration and all (or almost all) lessons which do not require specialist accommodation – English, Maths, French/German, History, geography, Philosophy &amp; Ethics, PCS or extended tutor time. <ul style="list-style-type: none"> <li>- Yr 7 tutor groups based in the 2006 block,</li> <li>- Yr 8/9 based in opposite wings in the 1996 block.</li> </ul> </li> <li>• Temporary suspension of setting in Year 9 Maths - students will be taught in tutor groups.</li> <li>• Majority of science lessons to be taught in base rooms, with the remainder in science labs to allow for practical work or demonstrations.</li> <li>• Students continue to have lessons for Computing, Design Technology, Art, Music, Drama, PE and some Science in specialist spaces. Where possible, lessons for a particular year group in a particular subject will be scheduled on a particular day in the same room.</li> </ul> <p><b>Arrangements for Years 10 &amp; 11</b></p> <ul style="list-style-type: none"> <li>• Base rooms allocated to each year group so students have AM registration and lessons where specialist spaces are not required (English, Maths, core Philosophy &amp; Ethics, PCS, and certain option subjects) within the same set of rooms as far as possible.</li> <li>• Specialist teaching spaces (e.g. Science labs) allocated to reduce the number of different year groups using a particular space on a particular day.</li> </ul> <p><b>Arrangements for Years 12 &amp; 13</b></p> <ul style="list-style-type: none"> <li>• Base rooms allocated to each year group so students have AM registration and lessons where specialist spaces are not required within the same set of rooms as far as possible.</li> <li>• Specialist teaching spaces (e.g. Science labs) allocated to reduce the number of different year groups using a particular space on a particular day.</li> </ul> <p>Inevitably, due to a limit to the number of rooms available, and the need to access specialist teaching spaces it will not be possible to allocate every class according to the principles above. However, the overall result is consistent with the two priorities of reducing the risk of transmission while maintaining a full curriculum provision.</p>		<p>Inevitably, due to a limit to the number of rooms available, and the need to access specialist teaching spaces it will not be possible to allocate every class according to these principles.</p> <p>However, the overall result is consistent with the two priorities of reducing the risk of transmission while maintaining a full curriculum provision.</p>

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>2.2 Organisation of teaching spaces</b>				
<b>Teaching pupils in full classes will increase the risk of the virus spreading</b>	<ul style="list-style-type: none"> <li>• There is full compliance with the 9 PHE system control measures set out in the latest government guidance.</li> <li>• Pupils observe hygiene guidance and wash hands frequently.</li> <li>• Good respiratory hygiene is ensured by promoting the 'catch it, bin it, kill it' approach.</li> <li>• Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach in place.</li> <li>• Contact between individuals is minimised and social distancing maintained wherever possible.</li> <li>• Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.</li> <li>• Pupils are seated side by side and facing forwards, rather than face to face or side on.</li> <li>• Unnecessary furniture is moved out of classrooms to make more space.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and staff should use hand sanitiser on entering the room for each lesson within the day.</li> <li>• In IT rooms, students should wipe their keyboard and mouse at the start of each lesson using the disinfectant cleaning resources provided.</li> <li>• Consistent seating plans for all lessons in base rooms to minimise risk of transmission from swapping desks and chairs through the day, and to facilitate contact tracing if required. Year 7, 8 and 9 form tutors should take responsibility for creating, sharing and updating the form group seating plan.</li> <li>• Classroom doors should be kept open at all times unless this causes difficulties, for example where students are sitting an assessment. Windows should be left open during the lesson unless external noise disrupts the learning</li> <li>• All classrooms will have fixed seating arrangements to maximise social distancing from staff. Students must sit in the same place at all times. Desks and chairs must not be moved from their location.</li> <li>• Group activities and any physical contact between individuals should be avoided.</li> </ul>		
<b>The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures</b>	<ul style="list-style-type: none"> <li>• All classrooms have been assessed and configured to allow for teachers to maintain 2 metres social distancing with pupils' desks facing the front in rows.</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Arrangements are reviewed regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-specialist classrooms have been reconfigured to seat all students facing forwards.</li> <li>• Furniture moved or removed where this can meaningfully increase the classroom space.</li> <li>• Desk rows arranged to maximise distance between students and teacher and achieve 2m social distancing when teaching.</li> <li>• Face shields to be available for all staff where 2m, social distancing is not possible.</li> </ul>		
<b>The use of shared spaces and specialist classrooms increases the risk of infection between year groups</b>	<ul style="list-style-type: none"> <li>• Shared spaces and specialist classrooms to be used by one discrete year group at a time.</li> <li>• Large and specialist spaces are cleaned and disinfected thoroughly before and after use.</li> <li>• Large gatherings prohibited.</li> <li>• Design layout and arrangements in place to enable social distancing, where possible</li> <li>• The learning space and equipment are thoroughly disinfected before a new bubble enters.</li> <li>• Schemes of work are reviewed to minimise the use of specialist learning spaces by different bubbles in succession.</li> <li>• Teachers' planning is reviewed to maximise the use of teacher demonstration rather than pupil practicals.</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of lower school science lessons to be taught in base rooms, with the remainder in science labs to allow for practical work or demonstrations.</li> <li>• Where possible, lessons for a particular year group in a particular subject will be scheduled on a particular day in the same room.</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>2.3 The school day</b>				
<b>The start and end of the school day create risks of contact between discrete year groups</b>	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are used for different groups.</li> <li>Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings visible where it is necessary to manage any queuing.</li> <li>Attendance patterns optimised to ensure maximum safety.</li> </ul>	<ul style="list-style-type: none"> <li>Students should arrive over 20min period. Students will enter the front gate and will sanitise hands on arrival. It is not possible to segregate students by year group or maintain social distancing as they arrive but contact between year groups will be outside, brief and passing (<i>Guidance confirms that passing contacts in open air are low risk</i>)</li> <li>Students will go straight to their form bases on arrival in school, reducing possibility of social contact across groups.</li> <li>Additional staggering of registration for Year 12 and 13.</li> </ul>		Remains an area of relative risk as school has limited control over student movement after leaving school, and no control over parents.  Procedures for arrival & dismissal to be reviewed when once all students are back in school.
<b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply and risking pupils from different year groups mixing</b>	<ul style="list-style-type: none"> <li>Start and finish times are staggered for each discrete year group 'bubble'.</li> <li>The use of available entrances and exits is maximised.</li> <li>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>	<ul style="list-style-type: none"> <li>5-minute stagger at end of day with Years 7-9 being dismissed earlier. Students in Years 7-9 should leave school via the side gate to Green Drive, with Years 10-13 leaving via the front gate. Students requested to observe social distancing while walking home, or while waiting outside the school for lifts.</li> <li>Social distancing markers emphasise 2m separation at front entrance and exit points.</li> <li>Frequent reminders to <b>parents</b> will be needed to encourage social distancing when collecting students.</li> <li>Staff supervision of students at entry/exit points.</li> </ul>		
<b>2.4 Movement around the school</b>				
<b>Movement around the school risks contact between discrete year groups</b>	<ul style="list-style-type: none"> <li>Year group 'bubbles' remain in their home bases for most of their learning.</li> <li>Timetabling avoids more than one year group in circulation at any one time in the same part of the building.</li> <li>Staff moving between year groups observe social distancing and hygiene procedures at all times.</li> <li>One-way systems are in place where possible.</li> <li>Corridors are divided where feasible.</li> <li>Appropriate signage is in place to clarify circulation routes.</li> <li>Pinch points and bottle necks are identified and managed accordingly.</li> <li>Appropriate duty rota and levels of supervision are in place.</li> </ul>	<ul style="list-style-type: none"> <li>Changes to school day timings to stagger break and lunch.</li> <li>Staff and students in Period 2 lessons will have break either before or after the lesson, depending on whether they are in Years 7-9 or in Years 10-13. Similarly, staff and students in in Period 4 will have their lunch break either from 12.15 – 1.15 pm or from 1.20 – 2.15 pm.</li> <li>Tutor time curtailed by 10 minutes in order to facilitate movement time during the day.</li> <li>Slightly later end to the day for students in Years 10-13 to reduce corridor congestion.</li> <li>Additional staff supervision arranged for 'pinch points'</li> </ul>		Measures in place significantly reduce contact between year groups but do not eliminate it.
<b>The discrete year group 'bubble' arrangements are breached when pupils circulate in corridors</b>	<ul style="list-style-type: none"> <li>Home base/year group bubble arrangements are in place.</li> <li>The use of shared/specialist learning spaces is timetabled to avoid different year groups coming in to contact with each other.</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Pinch points/bottle necks are identified and managed accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Locations of base rooms will reduce (although not eliminate) contact between year groups.</li> <li>Movement time reduces corridor congestion by separating Years 7-9 from Years 10-13.</li> <li>One-way systems in operation through Sixth Form Centre, and new teaching block; segregated access to 96 block. Circulation routes marked with tape and signage.</li> </ul>		Majority of residual contact will be outside as students move between blocks.

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>2.5 Breaktimes and lunchtimes</b>				
<b>Year groups may mix at lunch times</b>	<ul style="list-style-type: none"> <li>• Lunch times are staggered.</li> <li>• Pupils are reminded about staying in their assigned bubbles as lunch times begin.</li> <li>• Pupils wash their hands before and after eating.</li> <li>• Dining areas are cleaned before and after each year group has used them.</li> <li>• Tables and chairs have been cordoned off where necessary.</li> <li>• Floor markings are used to manage queues and enable social distancing.</li> <li>• Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces.</li> <li>• Pupils eat lunch with others in their bubble.</li> <li>• Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</li> </ul>	<ul style="list-style-type: none"> <li>• Two sessions for break and lunchtime – Years 7-9 are separated from Years 10-13.</li> <li>• Dining areas cleaned between serving sessions.</li> <li>• Separate serving points within Dining room for different year groups including external servery location.</li> <li>• Separate provision for Years 13 in Sixth Form Centre.</li> <li>• Separate social zones defined for students to use at break and lunchtime – these are well separated across the site.</li> </ul>		
<b>The use of shared spaces (e.g. hall, dining room) risks different year group bubbles mixing</b>	<ul style="list-style-type: none"> <li>• No more than one year group is scheduled to occupy a shared space at any one time.</li> <li>• Shared spaces are cleaned after use.</li> </ul>	<ul style="list-style-type: none"> <li>• Library will be initially used as a Sixth Form private study room and will not be accessible for other year groups.</li> <li>• With split lunches, the library will be used continually for Sixth Form study and cannot be accessed by students in other years.</li> <li>• To maximise the seating capacity, 'sneeze screens' will be used in the library to ensure Sixth Form students facing one another across tables in Library and Sixth form study area are protected from the risk of infection.</li> <li>• There will be no timetabled lessons in the Library for students in the lower year groups.</li> <li>• Students other than the Sixth Form will not be able to use the Library computers or print work.</li> </ul>		Hand and respiratory hygiene will be emphasised to all groups using shared spaces.
<b>2.6 Toilets</b>				
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures between pupils from different discrete year group 'bubbles'</b>	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Floor markings are in place to enable social distancing.</li> <li>• Pupils know that they can only use the toilet one at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by pupils from a specified bubble visiting the toilets at set times.</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Some designation of toilets for particular year groups linked to on the zoning.</li> <li>• Only one student per cubicle should enter the toilets.</li> <li>• Some supervision of the use of toilets during break and lunchtime will be required.</li> <li>• Students will be asked to sanitise their hands before and after using the toilets.</li> <li>• All toilet cubicles and urinals will be subject to an enhanced cleaning regime and will be disinfected regularly.</li> </ul>		Toilet distribution is compromised by building work.

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>2.7 Curriculum issues</b>				
<b>Some learning activities (eg singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection</b>	<ul style="list-style-type: none"> <li>Learning activities for which there is a greater risk of infection are identified and relevant staff informed.</li> <li>Following discussion and consideration with subject leaders, limitations are placed on when and where these activities can take place and timetables and plans are amended accordingly.</li> <li>Enrichment activities are reviewed and revised accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>All practical activities in Music, Art, Drama, PE and other relevant subjects will be carried out in line with the latest national and subject association guidance.</li> <li>A member of the senior leadership team will specifically monitor the arrangements for ensuring compliance in these subject areas.</li> </ul>		
<b>The resumption of non-overnight school visits poses risks to infection control</b>	<ul style="list-style-type: none"> <li>All school visits are considered on a case by case basis.</li> <li>A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit.</li> <li>Measures are taken to ensure that discrete year group bubbles do not mix on school visits.</li> </ul>	<ul style="list-style-type: none"> <li>There will be no off-site educational visits during the autumn term. This is primarily to maximise learning time for students in the classroom.</li> <li>Offsite activities which are essential to the curriculum (eg to fulfil the examination specification) may be allowed to go ahead later in the year, and proposals should be discussed with the relevant member of the Senior Leadership Team.</li> <li>Other education visits may be allowed at a later stage depending on how the coronavirus situation develops during the year. Proposals should be discussed with relevant member of the Senior Leadership Team and a shadow calendar of proposed activities will be maintained.</li> </ul>		
<b>2.8 Transport to and from school</b>				
<b>Conditions and arrangements on dedicated school transport pose risks to infection control</b>	<ul style="list-style-type: none"> <li>Schools agree with the operators of dedicated school transport the following measures where possible: <ul style="list-style-type: none"> <li>how pupils are grouped together on transport, where possible reflecting the bubbles that are adopted within school</li> <li>use of hand sanitiser upon boarding and/or disembarking</li> <li>additional cleaning of vehicles</li> <li>organised queuing and boarding where possible</li> <li>distancing within vehicles wherever possible</li> <li>the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The school does not participate in any arrangements for dedicated school transport.</li> <li>Concerns about the use of public transport are reflected back to the Local Authority through the appropriate communication channels.</li> <li>There are a number of private companies operating shared transport services to LGS and other Slough schools. The school has no control or influence over these services.</li> <li>Parents will be given very clear information about the risks associated with using shared transport and guidance about how to mitigate risks.</li> </ul>		School has no control over parents' use of private shared transport.  Students will be reminded to wear face masks if using shared transport.
<b>The use of designated school transport and public transport by pupils poses risks in terms of social distancing</b>	<ul style="list-style-type: none"> <li>Agreement been reached with companies on the optimum arrangements possible to minimise the risk of spreading the virus.</li> <li>Revised guidance in place for pupils and parents on new arrangements for travelling on designated school transport, including advice on the use of face coverings.</li> <li>Discussions held with the relevant public transport authority, with the local authority and bus companies on whether journey times can be staggered to avoid peak times.</li> <li>Other ways for pupils to travel to and from school, such as walking and cycling, have been explored with parents.</li> </ul>	<ul style="list-style-type: none"> <li>The school will ask for details of a student's fellow passengers in shared transport to facilitate NHS Test and Trace if required.</li> <li>Car share arrangements will be promoted for students within the same year group bubble.</li> <li>School cannot control use of private shared transport but will monitor arrivals and challenge where necessary. If guidelines not appearing to be adhered to, students can be refused entry to site or isolated until collected.</li> </ul>		School will undertake survey of travel methods during first week back.

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>Changes to public bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times</b>	<ul style="list-style-type: none"> <li>The details of how pupils will travel to and from school are known prior to opening.</li> <li>Dialogue is held with parents about alternative ways of travelling to and from school, including cycling and walking.</li> <li>Effective liaison with bus companies is used as a basis for planning staggered start and departure times.</li> </ul>	<ul style="list-style-type: none"> <li>Parents will be asked to confirm how their son or daughter will be travelling to school.</li> <li>Advice will be given to parents about possible alternatives to public transport services.</li> <li>Reinforce the message that all students using public transport must wear face masks.</li> <li>Individual concerns in regard to punctuality will be dealt with on a case-by-case basis.</li> </ul>		Capacity of local bus services remains an issue.
<b>2.9 Managing the school calendar</b>				
<b>Limited progress with the school's summer term calendar and workplan because of COVID-19 measures</b>	<ul style="list-style-type: none"> <li>School calendar for the summer term rationalised.</li> <li>Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning.</li> <li>Staff recruitment for September 2020 completed.</li> <li>Curriculum and timetable for September 2020 completed.</li> </ul>	<ul style="list-style-type: none"> <li>Summer term calendar rationalised – planned events either cancelled or an online alternative arranged.</li> <li>Planning for 2020-21 timetable and calendar going ahead on basis of normal school operation. Plans for Autumn term to be revised in light of emerging DfE guidance.</li> </ul>		
<b>Pupils moving on to the next phase in their education do not feel prepared for the transition</b>	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>	<ul style="list-style-type: none"> <li>Induction plans in place for Year 7 and new joiners into Sixth Form.</li> <li>Parents' briefing sessions for new students will be held online during the autumn term.</li> <li>Virtual open evening programme to be arranged for late September</li> </ul>		
<b>2.10 Managing small groups</b>				
<b>The use of spaces for AP/inclusion/withdrawal of pupils/ detentions risks the spread of infection</b>	<ul style="list-style-type: none"> <li>Social distancing is fully observed in spaces where small groups of pupils are brought together for a specific purpose.</li> <li>Spaces are cleaned after use.</li> </ul>	<ul style="list-style-type: none"> <li>The Individual Needs Coordinator will provide advise and guidance as necessary in respect of individual students.</li> <li>The Individual Needs group room may be used for one-to-one or small group support provided social distancing between students and the teacher can be maintained.</li> <li>The space should be cleaned regularly and surfaces wiped down if the room is to be used by students from different year groups in succession.</li> <li>Detentions will need to be held in the largest available classrooms with full social distancing maintained where students are form different year groups.</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>2.11 Staff absence</b>				
<b>Due to COVID-19, the number of staff who are available is lower than that required to teach classes in school</b>	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>The updated guidance and expectations for those who are shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding return to work.</li> <li>Risk assessments are undertaken for staff who are clinically vulnerable, clinically extremely vulnerable, or who have contextual factors related to age or ethnicity (Staff who are BAME or aged 55+ may be susceptible to risk of poor outcomes should they contract COVID-19).</li> <li>Dialogue is held with Professional Associations/Trade Unions on the school's approach to staff returning to work.</li> </ul>	<ul style="list-style-type: none"> <li>Staff health and availability tracking in place.</li> <li>Clinically vulnerable staff identified; RAs to be completed for all staff in vulnerable categories or with contextual risk factors.</li> <li>Staff with possible COVID-19 symptoms will be asked to take a COVID test and let the school know the result.</li> <li>If insufficient staff are available to provide the planned taught curriculum, subject leaders will ensure appropriate cover work is set.</li> </ul>		Significant numbers could be impacted through Test & Trace contact, or while waiting for COVID test result following development of symptoms.
<b>2.12 Fire and evacuation procedures</b>				
<b>Fire procedures are not appropriate to cover new arrangements</b>	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Pupils operating in discrete year group 'bubbles'</li> <li>Staff moving between discrete year group 'bubbles'</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Fire procedures drafted for evacuation from new teaching block.</li> <li>Arrangements essentially unchanged – current site configuration does not allow for different routes from different buildings so some degree of brief proximal contact between year groups is inevitable.</li> <li>Lining up arrangements on field can be socially distanced appropriately.</li> </ul>		Not possible to stop contact between year groups while evacuating but exposure limited to <10 mins
<b>3. Governance and policy</b>				
<b>3.1 Governance and policy</b>				
<b>Governors are not fully informed or involved in making key decisions</b>	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms</li> <li>Governing bodies are involved in key decisions on reopening.</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	<ul style="list-style-type: none"> <li>Governing board continues to meet according to planned schedule.</li> <li>Governors and given up-to-date information about government guidance and governor responsibilities, and provide scrutiny of RA and operation plan.</li> </ul>		
<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>	<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Clerk receives regular training/briefings from LA support service - ensures aware of statutory responsibilities.</li> <li>Advice from NGA and other national bodies is routinely passed on to governors.</li> <li>Agendas are discussed with committee chairs and Chair of Govs to ensure statutory requirements are being met.</li> <li>Headteacher provides regular reports (written and verbal) on the school's response to coronavirus.</li> <li>All other governance procedures are in place as normal, including review of minutes.</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>3.2 Policy review</b>				
<b>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</b>	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant policies revised or appendices written and publicised to staff, parents, governors and students as appropriate.</li> </ul>		
<b>3.3 Risk assessments</b>				
<b>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.</b>	<ul style="list-style-type: none"> <li>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"> <li>Different areas of the school</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> <li>School trips and visits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>See other sections of this RA document and the staff guidance on reopening.</li> </ul>		
<b>4. Staff wellbeing</b>				
<b>4.1 Staff work spaces</b>				
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms, which may need to be more limited than is normal.</li> </ul>	<ul style="list-style-type: none"> <li>Additional staff work area in new teaching block designated to allow for social distancing.</li> <li>Main staff work areas reconfigured to maximise separation between work stations.</li> <li>Sneeze screens to be installed between designated work areas where separation is less than 2m.</li> </ul>		
<b>4.2 Staff induction and CPD</b>				
<b>Staff are not trained in new procedures, leading to risks to health</b>	<ul style="list-style-type: none"> <li>Revised staff handbook issued to all staff prior to reopening.</li> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reopening handbook will be issued to all staff summarising all necessary procedures.</li> <li>Online staff training in key areas during w/c 24 August and on staff induction days on 1<sup>st</sup>/2<sup>nd</sup> September. This includes <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Infection control measures</li> <li>Use of PPE</li> <li>School operations</li> <li>Support for SEND students</li> </ul> </li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<p><b>New staff are not aware of policies and procedures prior to starting at the school when it reopens</b></p>	<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>• The revised staff handbook is issued to all new staff prior to them starting.</li> </ul>	<ul style="list-style-type: none"> <li>• New staff already received induction training in July 2020.</li> <li>• Further new staff induction programme in place with mixture of F2F and online meetings.</li> </ul>		
<p><b>4.3 Physical and mental health</b></p>				
<p><b>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</b></p>	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff have been signposted to useful websites and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Senior leaders will ensure understanding of individual circumstances and will sensitively adjust expectations as appropriate.</li> <li>• Staff wellbeing as first item on agenda of any meeting – including SLT and subject/pastoral teams.</li> <li>• General promotion of a 'listening culture' by line managers.</li> <li>• Staff guidance will be circulated signposting helpful organisations available for support.</li> </ul>		
<p><b>Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so</b></p>	<ul style="list-style-type: none"> <li>• Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work.</li> <li>• All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>• 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.</li> <li>• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance.</li> <li>• Leaders are cognisant of additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age. BAME staff and those over 55 years of age may be at heightened risk. Leaders take account of this in their risk assessments.</li> <li>• Current government guidance is being applied.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff health and availability tracking spreadsheet in place.</li> <li>• Expectations around staff attendance to be made clear but individual concerns listened to with sensitivity and understanding.</li> <li>• Clinically vulnerable and clinically extremely vulnerable staff identified.</li> <li>• Individual RAs completed for all staff in vulnerable categories or with contextual risk factors. Risk mitigations agreed and implemented.</li> <li>• OH referrals would be made for any staff where there are serious and ongoing concerns.</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>5. Student wellbeing, attendance and behaviour.</b>				
<b>5.1 Pupil attendance</b>				
<b>Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection</b>	<ul style="list-style-type: none"> <li>Communications with parents reassure them about the safety of full reopening under the latest government guidance.</li> <li>Dialogue is held with parents who have concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Government and school expectations about attendance will be communicated regularly.</li> <li>Parents with concerns will be provided with reassurance and pastoral support on case-by-case basis.</li> </ul>		
<b>5.2 Physical and mental health</b>				
<b>Pupils who are clinically vulnerable or clinically extremely vulnerable do not attend school even though it is deemed safe to do so</b>	<ul style="list-style-type: none"> <li>Parents of pupils with underlying health conditions have been provided with updated guidance and discussions have been held with them on a case by case basis regarding attendance at school from September.</li> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance.</li> <li>The register of pupils with underlying health conditions is regularly updated.</li> <li>Pupils who are BAME may be more susceptible to poor outcomes if infected by COVID-19. Leaders take account of this in their risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Parents will be asked to identify any students who... <ul style="list-style-type: none"> <li>have been shielding (clinically extremely vulnerable)</li> <li>are clinically vulnerable</li> <li>have other health issues or concerns</li> </ul> </li> <li>Parents provided with clear guidance on definitions of these categories to avoid misinterpretation.</li> <li>Full details to be kept by student support. Supporting evidence from healthcare professionals will be requested eg to provide confirmation of shielding.</li> <li>Additional media coverage of risks in relation to BAME groups noted – likely to affect level of parental anxiety and willingness to send children into school. School will review evidence as situation develops and act in accordance with any changes to government/PHE guidance.</li> </ul>		
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings.</li> <li>Resources/websites to support the mental health of pupils are provided</li> </ul>	<ul style="list-style-type: none"> <li>ZB to remain main point of contact for mental health advice and guidance.</li> <li>Resources will continue to be given to students at intervals throughout the term.</li> <li>Student mental health champions (Y12s) to be used to raise profile among students.</li> <li>Online or phone-based resources to be signposted.</li> <li>Other advice provided to students through recovery conversations and structured recovery curriculum elements delivered through PCS.</li> </ul>		
<b>Pupils and staff are grieving because of loss of friends or family</b>	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>ZB can signpost to relevant organisations and can provide advice and guidance.</li> <li>Relevant pastoral staff to do Educare/Winston's Wish online course in dealing with bereavement</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>5.3 Pupil behaviour</b>				
<b>Pupils' behaviour on return to school does not comply with the new guidance on operating within discrete year group 'bubbles'</b>	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for operating in year group 'bubbles' and on social distancing at other times is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings.</li> <li>• Staff continue to model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured to avoid different year groups coming in to contact with each other and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with the new arrangements and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of the discrete year group 'bubble' model and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of adhering to the new arrangements.</li> <li>• Wilful disobeying of rules relating to staying within year groups and following hygiene procedures will be sanctioned appropriately and proportionately, by exclusion where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be given clear messages prior to arrival on site, reinforced by staff and passive signage.</li> <li>• Staff will model 2m social distancing consistently with students and each other.</li> <li>• Plans minimise student movement around site and avoid large gatherings.</li> <li>• Students social zones are widely separated, reducing possibility of contact between year groups.</li> <li>• Movement time and staggered break/lunch reduce levels of contact between Years 7-9 and 10-13.</li> <li>• Behaviour policy appendix will include failure to meet expectations in regard to control measures as grounds for sanction, including formal exclusion, in line with LGS general approach to disciplinary enforcement.</li> </ul>		
<b>6. Operational support</b>				
<b>6.1 Cleaning</b>				
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</b>	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>• Working hours for cleaning staff are increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmed arrangements with cleaning company include: <ul style="list-style-type: none"> <li>- Deep clean before reopening</li> <li>- Enhanced daily cleaning plan with surface cleaning and disinfecting at end of each day</li> <li>- Janitorial service (initially 3 staff per day) throughout day to continually clean touchpoints, toilet areas etc.</li> </ul> </li> </ul>		
<b>6.2 Hygiene and handwashing</b>				
<b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b>	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Wall-mounted soap dispensers installed in all toilet areas.</li> <li>• Wall-mounted sanitiser stations installed at entry point to school (sports centre external wall). Pump dispensers in every classroom and staff area.</li> <li>• Sufficient supplies of soap and sanitiser purchased.</li> <li>• All sanitiser product gel based and &gt;60% alcohol.</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>Pupils forget to wash their hands regularly and frequently</b>	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	<ul style="list-style-type: none"> <li>Sanitiser point on entry to school for student use on arrival.</li> <li>Sanitiser point in all classrooms for students to sanitise hands at start of each lesson.</li> <li>Handwashing encouraged at toilet visits and use of sanitiser before/after.</li> <li>Signage in place to encourage hygiene practices.</li> </ul>		
<b>6.3 First Aid/Designated Safeguarding Leads</b>				
<b>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</b>	<ul style="list-style-type: none"> <li>First Aid certificates extended for three months.</li> <li>A programme for training additional staff is in place.</li> <li>Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> </ul>	<ul style="list-style-type: none"> <li>School has sufficient with valid First Aid certification to cover absence.</li> </ul>		
<b>6.4 Medical rooms</b>				
<b>Medical rooms are not adequately equipped or configured to maintain infection control</b>	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	<ul style="list-style-type: none"> <li>Medical room can be isolated from other students. Separate toilet will need to be designated in block as temporary block has no toilet facilities.</li> <li>Good hygiene facilities available in room.</li> <li>Procedure for cleaning and disinfection in place following guidance from PHE.</li> </ul>		
<b>6.5 Testing and managing symptoms</b>				
<b>NHS Test and Trace is not used effectively to help manage infection control amongst staff and pupils, maximise staffing levels and support staff wellbeing</b>	<ul style="list-style-type: none"> <li>Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction.</li> <li>Staff, parents and pupils are clear that they should book a test if they are displaying symptoms.</li> <li>Staff, parents and pupils are clear that they should provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace.</li> <li>Staff, parents and pupils are clear that they should self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).</li> <li>Post-testing support is available for staff through the school's health provider.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance to be included in staff reopening documentation and communication with parents.</li> <li>Students to be briefed prior to arriving in school, and also as part of initial scripted induction.</li> </ul>		
<b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b>	<ul style="list-style-type: none"> <li>• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>• Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of NHS Test and Trace for both staff and pupils and appropriate action, in line with the most recent government guidance, should the tests prove positive or negative.</li> <li>• Pupils, 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 in line with the most recent government guidance.</li> <li>• A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Support staff will monitor and track all student absence.</li> <li>• Staff, students and parents will be reminded regularly of the procedures for contact tracing.</li> <li>• Locally-agreed procedures for reporting of COVID-19 cases will be followed.</li> </ul>	Principles agreed and/or practicalities completed	
<b>6.6 Communication with parents</b>				
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A specific communication on the requirements for school attendance from September is issued and followed up with discussion where necessary.</li> <li>• COVID-19 section on school website created and updated.</li> <li>• Parent and pupil handbooks created.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly communication with parents provided throughout summer 2020 and will be re-established from September 2020</li> <li>• COVID-19 section on website will need to be updated prior to school reopening with latest relevant information.</li> <li>• Parents and students will be provided with written documentation covering key points.</li> </ul>		
<b>Parents may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>	<ul style="list-style-type: none"> <li>• Key messages will continue to be reinforced regularly through email and newsletter.</li> <li>• Key information will be provided on the school website.</li> </ul>		Risk will be low <b>if</b> parents follow the guidance
<b>6.7 Personal Protective Equipment (PPE)</b>				
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	<ul style="list-style-type: none"> <li>• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>• Those staff required to wear PPE (e.g. staff supervising pupils with symptoms where 2m distancing cannot be maintained, and 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.</li> <li>• Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>• Full PPE in line with Government guidance will be provided for Student Support and other staff providing first aid or care for students displaying symptoms.</li> <li>• PPE training will be provided prior to school reopening.</li> <li>• All staff will have access to elements of PPE such as face shields and gloves.</li> </ul>		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>6.8 Contractors working on the school site</b>				
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	<ul style="list-style-type: none"> <li>Main construction site is separate and secured.</li> <li>Contractors working to complete snagging in new teaching block - due to be completed prior to start of term.</li> <li>Any site visits by Wates team or subcontractors will be carried out where possible outside school operation hours.</li> <li>School will arrange for contractor work outside main construction site to be done as far as possible out of school hours</li> <li>Local arrangements will be put in place depending on the circumstances for each contractor visit.</li> <li>Any regular contractors (eg groundsmen) unavoidably working on site will be briefed on the social distancing measures in place.</li> </ul>		
<b>6.9 Reception and deliveries</b>				
<b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b>	<ul style="list-style-type: none"> <li>Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>Non-essential deliveries and visitors to school are minimised.</li> <li>Arrangements are in place for segregation of visitors.</li> </ul>	<ul style="list-style-type: none"> <li>Temporary Reception severely constrained for space, so can only allow one person/family in at a time.</li> <li>Clear signage and marking for 2m social distancing and one way system in place – up ramp, down steps.</li> <li>Unnecessary visitors should be avoided. External visitors to the school should be approved in advance by SLT.</li> <li>Visitors arriving at Reception will be asked to maintain social distancing while waiting, and may be asked to wait outside</li> <li>Visitors entering school to use hand sanitiser and to provide contact details to support 'Test and Trace' procedures.</li> <li>Parents to be asked to wear face masks while on site if meeting members of staff.</li> <li>Visitors will be inducted on safety and hygiene measures if they are spending any time in school.</li> </ul>		
<b>6.10 Communication strategy</b>				
<b>Key stakeholders are not fully informed about the plans for reopening and their implications</b>	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff, pupils &amp; parents</li> <li>Governors/Trustees</li> <li>Local authority</li> <li>Regional Schools Commissioner</li> <li>Professional associations</li> <li>Other partners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication routine well established, including weekly whole-staff briefing and bulletin, parents' weekly newsletter or email.</li> <li>JC sits on LA strategy board as secondary representative, so communications with LA are effective.</li> </ul>	Principles agreed, practicalities not yet complete.	

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
<b>10. Contingency planning</b>				
<b>10.1 Imposition of local lockdown</b>				
An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding contingency arrangements	<ul style="list-style-type: none"> <li>Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding.</li> <li>A communication strategy for pupils, parents and staff in the event of an unforeseen lockdown is in place, building on the experience of the school closure period.</li> <li>Contact records for pupils, parents and staff are kept up to date.</li> </ul>	<ul style="list-style-type: none"> <li>See below. Principles will be communicated to parents and students prior to reopening.</li> <li>Established communication systems tested during lockdown will ensure good communication with students.</li> </ul>	Principles agreed and/or practicalities completed	
The school is unprepared for a local lockdown should the rate of infection rise in the area	<ul style="list-style-type: none"> <li>There is full compliance with the 9 PHE system control measures set out in the latest government guidance.</li> <li>A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents.</li> <li>There is regular liaison with the local health protection team.</li> <li>Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated.</li> <li>Lessons learnt during the school closure period are applied to the contingency plan.</li> </ul>	<ul style="list-style-type: none"> <li>Immediate reversion to full online teaching:               <ul style="list-style-type: none"> <li>All teaching staff follow their normal timetable and provide live remote teaching for all year groups Years 7-13 from home via MS Teams.</li> <li>Students required to attend the lesson at the scheduled times accessing the lesson via their iPads or another device at home which allows full interaction with the teacher.</li> <li>Subject leaders should ensure that curriculum planning allows for online teaching to be adopted on a 'next day' basis.</li> <li>SLT review of the provision at the end of each week, with adaptation as appropriate as the situation evolves.</li> <li>All protocols for online working carried forward from Phase 3.</li> </ul> </li> <li>Support staff would be expected to carry out as much of their role as possible from home.</li> </ul>	Principles agreed and/or practicalities completed	