

COVID-19: Operational risk assessment for school reopening



This risk assessment is based on the templates produced by the Star Academies multi-academy trust on their website 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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Date of assessment:	8 March 2021	Date of next review:	End of Spring term after all students are back in school.
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Related documents	
School documents: <ul style="list-style-type: none"> Operational plan for reopening Safeguarding arrangements and child protection policy Other policy documents 	Government guidance: <ul style="list-style-type: none"> https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools 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/covid-19-stay-at-home-guidance https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		<i>Probable</i>	<i>Possible</i>	<i>Remote</i>
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: 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)
1. General infection control				
1.1 Prevention				
Spread of COVID-19 due to poor hygiene and infection control	Current government guidance sets out the PHE system of control measures as follows:	General compliance with the system of controls as described below:		
	<p>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</p> <ul style="list-style-type: none"> • Anyone with symptoms must remain at home and self-isolate for 10 days if they test positive. Anyone in their household needs to self-isolate for 10 days (including siblings). • Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible. • A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids. • If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else. • 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 disinfectant after they have left to reduce the risk of passing the infection on to other people. • Routinely taking the temperature of pupils is not recommended by Public Health England as this is an unreliable method for identifying coronavirus (COVID-19). • Staff are reminded how the spread of coronavirus occurs and can be mitigated. • Infection control training is arranged for new staff. 	<ul style="list-style-type: none"> • 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. • Any student or staff member will go home immediately if they have symptoms. They should take a coronavirus test as soon as possible. • 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. • 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. 		
	<p>2. Face Coverings</p> <ul style="list-style-type: none"> • Current government guidance regarding the wearing of face masks is followed. • All adults wear a mask or face covering in communal areas (such as corridors and halls). • Pupils in all secondary schools wear a face covering in communal areas. • Face coverings are worn by adults and pupils when travelling on school buses and public transport. 	<ul style="list-style-type: none"> • All students are expected to wear face coverings inside school buildings, including in lessons unless it is clearly inappropriate or impractical to do so. • Students may choose whether or not to wear face coverings outside the buildings. • Staff follow similar expectations except that they should not wear face coverings if they are able to maintain 2m social distancing from students while teaching. 		

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	<p>3. Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> Handwashing / sanitising is scheduled into the school day. It takes place as a minimum: when pupils, staff or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used. Bubbles are assigned specific toilets and sinks. A tick sheet/ board is maintained when handwashing by bubbles has taken place as a visual reminder. Handwashing routines are re-taught to pupils using suitable video. Checks are scheduled during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school. 	<ul style="list-style-type: none"> All students and staff will be asked to sanitise hands on entering and leaving the school site, when going to and returning from breaks or the toilet, and when changing rooms. Sanitiser dispensers are 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 on request. All students and staff will be regularly reminded to wash hands before and after visiting the toilet, coughing/sneezing and having a meal. All students will receive regular reminders on effective handwashing routines – including using videos during registration and on screens in social areas and corridors. 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. 		
	<p>4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> Posters are downloaded/made/bought that remind pupils and staff about the importance of the approach and handwashing and are displayed around the school, particularly by washbasins/ toilets and at entry/exit points. The location of bins around the school is checked and more are ordered if necessary. A schedule for bins to be emptied / disinfected is in place and is adhered to. Pupils using public transport are reminded of the need to wear face coverings/masks. A stock of masks is maintained and made available for staff who cannot socially distance (for use if they are required to provide first aid / intimate care to pupils with COVID-19 symptoms) and for pupils who do not have a mask for use on public transport. 	<ul style="list-style-type: none"> 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. All classrooms, social spaces and corridors will have adequate bins. There will be an enhanced schedule for bins to be emptied and disinfected. All students and staff must wear a face covering if using public transport to get to or from school. The school will make face coverings and face shields available for use by staff. 		
	<p>5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <ul style="list-style-type: none"> The school’s business manager ensures delivery of the induction package to cleaning staff so they fully understand their role in preventing the spread of coronavirus. The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met. Stock checks and stock control are maintained. 	<ul style="list-style-type: none"> The cleaning contractors will provide an enhanced cleaning schedule throughout the day, with regular disinfection of frequently touched surfaces. 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. 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). 		

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	<p>6. Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> • Arrangements are in place to limit the number of contacts between pupils and staff. • Individuals are encouraged to maintain social distancing where possible. • Pupils are organised in year group bubbles. In school, year groups are kept separate from each other. This may involve staggered start and finish times, staggered break times, staggered lunch times. • Movement around the school by pupils is minimised. Bubbles are allocated home-bases and where possible taught in these classrooms. • Where it is necessary for pupils to be taught in specialist rooms – such as a science lab – then the space and equipment are thoroughly disinfected before a new bubble enters. • The movement of staff between bubbles and around school during the day is minimised. Where possible, double lessons are used to support this. • For each year group, basic equipment (such as pen/ pencil/ eraser/ ruler/ glue stick) that pupils routinely need is collated and kept in separate bags. These are made available to any pupil who does not have their own equipment. Each pupil keeps this bag of equipment for their own use. • Arrangements are in place to avoid touching pupils' mobile phones and to avoid queues forming if they need to collect them from a central point. An approach might be to discourage pupils from bringing mobile phones to school. In the event that a pupil needs a phone – for instance if they travel a distance to school, they are instructed to keep their phone in their bag, switched off, throughout the day. • Arrangements are in place for pupils to use lockers safely, without queues forming or bubbles mixing. • Specialist learning spaces, such as science labs and design technology workshops are identified in cleaning staff rotas to be cleaned between occupancy by different bubbles, so as to reduce risk of contamination. • Pupils are instructed to clean some resources with wipes at the end of lessons where resources / spaces will subsequently be used by another bubble. • Resources including library books, that are needed for particular classes are boxed and distributed to home bases or specialist teaching rooms to avoid pupils using shared areas such as the school library. • The need for staff to take pupils' work away from school is minimised. Pupils' self-assessment of work in books is undertaken where appropriate. Where possible work is completed and 	<ul style="list-style-type: none"> • Each year group 7 to 11 is a single bubble. Year 12 and Year 13 are kept separately as far as possible (e.g. in lessons), but will be considered as one bubble. • Each year group has 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. • 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. • The timings of the school day are amended to provided staggered break and lunch times. • Each bubble has a designated outdoor area for socialising at break and lunchtime. • When using specialist rooms: <ul style="list-style-type: none"> ○ Disinfect teacher and student workspaces before and after lesson. ○ Students sanitise before and after the lesson. ○ 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. • One way systems have been implemented within buildings wherever possible. • Students and staff should not share any belongings, including stationery. 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. • 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. • 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 in other year groups until and unless they are disinfected or they are left for a period of 48 hours (72 hours for plastic). • 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. 		

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	<p>assessed online. Work done on paper that requires teacher input/feedback is stored safely in school for an appropriate period of time (at least 48 hours) before being marked.</p>	<ul style="list-style-type: none"> • 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. • Staff work areas have been reconfigured to ensure 2m social distancing between workstations. If this is not possible, 'sneeze screens' have been used to provide physical barriers. • Classrooms have been 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. 		
	<p>7. Where necessary, wear appropriate personal protective equipment (PPE)</p> <ul style="list-style-type: none"> • The school continues to maintain and monitor stocks of PPE and has access to supplier lists. • Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE. • Gloves and aprons are provided for cleaning staff. • Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 case. • Stocks of PPE are regularly monitored and replenished. • Staff are referred to the trust PPE guidance document. 	<ul style="list-style-type: none"> • The school will maintain stocks of PPE and deploy them around school as required. • PPE should be worn by staff in specific circumstances, for example: • Provision for students whose care routinely involves the use of PPE due to their intimate care needs. • 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. • 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. • Face shields are available for staff for use in situations where 2m social distancing from students cannot be maintained or guaranteed. 		
	<p>8. Keeping occupied spaces well ventilated Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these are adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should 	<ul style="list-style-type: none"> • Staff are asked to ensure classroom windows and doors are kept open during lessons. • Where there are mechanical ventilation systems these are adjusted where possible to maximise air flow. • Students do not use the dining room - all eating takes place outdoors. 		

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	<p>be operated as normal as long as they are within a single room and supplemented by an outdoor air supply).</p> <ul style="list-style-type: none"> natural ventilation – opening windows (in cooler weather windows are opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Internal doors are opened where necessary natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so). School has access to and observes Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice. 			
1.2 Response to any infection				
<p>Spread of COVID-19 due to poor hygiene and infection control</p>	<p>9. Engage with the NHS Test and Trace process</p> <ul style="list-style-type: none"> School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of requirements. Special advice sheets are prepared in the event that a child is sent home with symptoms, for the parents of that child and other members of the bubble. Staff induction for return to school includes information about the NHS Test and Trace process. 	<ul style="list-style-type: none"> 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. 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. 		
	<p>10. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <ul style="list-style-type: none"> Contact details for local Public Health England team and local authority health and safety team are readily to hand. In line with current guidance, a clear process is in place to notify the appropriate authorities of any cases that test positive (e.g., the Trust, the Local Authority, the DfE/Local Health Protection Team as required). A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date. Use is made of any template letters provided by Public Health England / local authority as directed locally. The Toolkit/Action Plan for confirmed COVID-19 cases in school is followed for all confirmed cases. Support and advice are sought from the Trust for any queries/complex cases. Further advice is sought from the Local Authority/DfE/PHE as required. 	<ul style="list-style-type: none"> 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. 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. The health protection team will carry out a rapid risk assessment and confirm next steps. 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. The school will keep records of staff and students in each bubble, plus anyone who has had close contact. 		

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	<p>11. Contain any outbreak by following local health protection team advice.</p> <ul style="list-style-type: none"> • The school responds immediately to advice provided by the local health protection team. • Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • The local public health protection team will liaise with the school if more extensive closure is required due to a suspected outbreak. • 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. 		

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2. Organisational issues				
2.1 Organisation of year group bubbles				
<p>Unintended mixing between year groups will increase the risk of the virus spreading</p>	<ul style="list-style-type: none"> • Current government guidance is being applied. • Each discrete year group ‘bubble’ is allocated a home base comprising a suite of rooms where most of their learning will take place. • Pupils will stay within their home base s area except for specialist teaching (i.e., where the use of specialist equipment is necessary) or – in some cases – using the dining room. • All specialist teaching facilities are cleaned and disinfected after use and before use by a new group. Schemes of work are reviewed to plan the use of specialist facilities so that different year group bubbles do not use them in quick succession. This reduces the need to clean too frequently. • Pupils observe hygiene guidance and wash hands frequently. • Teachers moving between groups comply with social distancing and hygiene guidance. • 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). • Staggered arrival and leaving times; break times and lunch times are in place. • 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. 	<p>Arrangements for years 7, 8 and 9</p> <ul style="list-style-type: none"> • ‘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 & Ethics, PCS or extended tutor time. <ul style="list-style-type: none"> - Yr 7 tutor groups based in the 2006 block, - Yr 8/9 based in opposite wings in the 1996 block. • Temporary suspension of setting in Year 9 Maths - students are taught in tutor groups. • Majority of science lessons are taught in base rooms, with the remainder in science labs to allow for practical work or demonstrations. • 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 are scheduled on a particular day in the same room. <p>Arrangements for Years 10 & 11</p> <ul style="list-style-type: none"> • Base rooms allocated to each year group so students have AM registration and lessons where specialist spaces are not required (English, Maths, core Philosophy & Ethics, PCS, and certain option subjects) within the same set of rooms as far as possible. • Specialist teaching spaces (e.g. Science labs) allocated to reduce the number of different year groups using a particular space on a particular day. <p>Arrangements for Years 12 & 13</p> <ul style="list-style-type: none"> • 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. • Specialist teaching spaces (e.g. Science labs) allocated to reduce the number of different year groups using a particular space on a particular day. <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><i>Inevitably, due to a limit to the number of rooms available, and the need to access specialist teaching spaces it has not been possible to allocate every class according to these principles.</i></p> <p><i>However, the overall result is consistent with the two priorities of reducing the risk of transmission while maintaining a full curriculum provision.</i></p>

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2.2 Organisation of teaching spaces				
Teaching pupils in full classes will increase the risk of the virus spreading	<ul style="list-style-type: none"> • There is full compliance with the DfE system control measures set out in the latest government guidance. • Pupils observe hygiene guidance and wash hands frequently. • Good respiratory hygiene is ensured by promoting the 'catch it, bin it, kill it' approach. • Face coverings are worn in line with current government guidance. • Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents in place. • Contact between individuals is minimised and social distancing maintained wherever possible. • Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain a 2 metre+ distance from each other, and from children. • Pupils are seated side by side and facing forwards, rather than face to face or side on. • Unnecessary furniture is moved out of classrooms to make more space. 	<ul style="list-style-type: none"> • Students and staff should use hand sanitiser on entering the room for each lesson within the day. • In IT rooms, students should wipe their keyboard and mouse at the start of each lesson using the disinfectant cleaning resources provided. • Consistent seating plans on ClassCharts 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. • 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 • All classrooms 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. • Group activities and physical contact between individuals should be avoided. 		
The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures	<ul style="list-style-type: none"> • 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. • All furniture not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly. 	<ul style="list-style-type: none"> • Non-specialist classrooms have been reconfigured to seat all students facing forwards. • Furniture moved or removed where this can meaningfully increase the classroom space. • Desk rows arranged to maximise distance between students and teacher and achieve 2m social distancing when teaching. • Face shields to be available for all staff where 2m, social distancing is not possible. 		
The use of shared spaces and specialist classrooms increases the risk of infection between year groups	<ul style="list-style-type: none"> • Shared spaces and specialist classrooms to be used by one discrete year group at a time. • Large and specialist spaces are cleaned and disinfected thoroughly before and after use. • Large gatherings prohibited. • Design layout and arrangements in place to enable social distancing, where possible. 	<ul style="list-style-type: none"> • 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. • Where possible, lessons for a particular year group in a particular subject will be scheduled on a particular day in the same room. 		

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2.3 The school day				
The start and end of the school day create risks of contact between discrete year groups	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings visible where it is necessary to manage any queuing. Attendance patterns optimised to ensure maximum safety. 	<ul style="list-style-type: none"> Students should arrive over 20min period. Students enter the front gate and 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. Students go straight to their form bases on arrival in school, reducing possibility of social contact across groups. Additional staggering of registration for Year 12 and 13. 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. Social distancing markers emphasise 2m separation at front entrance and exit points. Frequent reminders to parents will be needed to encourage social distancing when collecting students. Staff supervision of students at entry/exit points. 		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 regularly reviewed.
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply and risking pupils from different year groups mixing	<ul style="list-style-type: none"> Start and finish times are staggered for each discrete year group 'bubble'. The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. Weekly messages to parents stress the need for social distancing at arrival and departure times. 			
2.4 Movement around the school				
Movement around the school risks contact between discrete year groups	<ul style="list-style-type: none"> Year group 'bubbles' remain in their home bases for most of their learning. Timetabling avoids more than one year group in circulation at any one time in the same part of the building. Staff moving between year groups observe social distancing and hygiene procedures at all times. One-way systems are in place where possible. Corridors are divided where feasible. Appropriate signage is in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly. Appropriate duty rota and levels of supervision are in place. 	<ul style="list-style-type: none"> Changes to school day timings stagger break and lunch. 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. Tutor time curtailed by 10 minutes in order to facilitate movement time during the day. Slightly later end to the day for students in Years 10-13 to reduce corridor congestion. Additional staff supervision arranged for 'pinch points' 		Measures in place significantly reduce contact between year groups but do not eliminate it.
The discrete year group 'bubble' arrangements are breached when pupils circulate in corridors	<ul style="list-style-type: none"> Home base/year group bubble arrangements are in place. The use of shared/specialist learning spaces is timetabled to avoid different year groups coming in to contact with each other. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly. Appropriate supervision levels are in place. 	<ul style="list-style-type: none"> Locations of base rooms will reduce (although not eliminate) contact between year groups. Movement time reduces corridor congestion by separating Years 7-9 from Years 10-13. 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. 		Measures in place significantly reduce contact between year groups but do not eliminate it.

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

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
Some learning activities (eg singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection	<ul style="list-style-type: none"> Learning activities for which there is a greater risk of infection are identified and relevant staff informed. 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. Enrichment activities are reviewed and revised accordingly. 	<ul style="list-style-type: none"> 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. A member of the senior leadership team will specifically monitor the arrangements for ensuring compliance in these subject areas. No extracurricular activities are allowed until Government guidance permits. Changing rooms are not used. Students come to school in PE kit on the days on which they have games/PE lessons. 		
Risk of infection during PE due to lack of COVID secure arrangements	<ul style="list-style-type: none"> Social distancing and consistent groupings are maintained during dance, drama and music. Teachers closely monitor and supervise the use of equipment Music equipment where it is shared is disinfected regularly after every use including accessories Instruments are cleaned by the pupils, following guidance from teachers. 			
Risk of infection during PE due to lack of COVID secure arrangements	<ul style="list-style-type: none"> Where possible PE is undertaken outdoors. Where lessons take place indoors, ventilation is maximised and where practical doors and windows opened whilst the lesson is taking place. Sports equipment is thoroughly cleaned between each use. Activities are selected that allow for social distancing and small consistent groupings. Social distancing is maintained in changing rooms and the use of showers is avoided Changing rooms are cleaned after use. Hand sanitiser is available in changing rooms. 			
The resumption of non-overnight school visits poses risks to infection control	<ul style="list-style-type: none"> All school visits are considered on a case by case basis. A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit. Measures are taken to ensure that discrete year group bubbles do not mix on school visits. 	<ul style="list-style-type: none"> No off-site visits until Government guidance permits. 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. Other education visits may be allowed at a later stage depending on how the coronavirus situation develops. Proposals should be discussed with relevant member of the SLT and a shadow calendar of proposed activities will be maintained. 		
2.8 Transport to and from school				
Conditions and arrangements on dedicated school and public transport pose risks to infection control	<ul style="list-style-type: none"> Schools agree with the operators of dedicated school transport the following measures where possible: <ul style="list-style-type: none"> how pupils are grouped together on transport, where possible reflecting the bubbles that are adopted within school use of hand sanitiser upon boarding and/or disembarking additional cleaning of vehicles organised queuing and boarding where possible distancing within vehicles wherever possible 	<ul style="list-style-type: none"> The school does not participate in any arrangements for dedicated school transport. Concerns about the use of public transport are reflected back to the Local Authority through appropriate channels. There are a number of private companies operating shared transport services to LGS and other Slough schools. The 		<i>School has no control over parents' use of private shared transport.</i>

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
	<ul style="list-style-type: none"> - 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 • 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. • Other ways for pupils to travel to and from school, such as walking and cycling, have been explored with parents. 	<p>school has no control or influence over these services but will monitor arrivals and challenge where necessary.</p> <ul style="list-style-type: none"> • Parents will be given very clear information about the risks associated with using shared transport and guidance about how to mitigate risks. • Car share arrangements will be promoted for students only within the same year group bubble. • If guidelines not appearing to be adhered to, students can be refused entry to site or isolated until collected. 		<i>Students will be reminded to wear face masks if using shared transport, but school has no control over this.</i>
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	<ul style="list-style-type: none"> • The details of how pupils will travel to and from school are known prior to opening. • Dialogue is held with parents about alternative ways of travelling to and from school, including cycling and walking. • Effective liaison with bus companies is used as a basis for planning staggered start and departure times. 	<ul style="list-style-type: none"> • Parents have been asked to confirm how their son or daughter will be travelling to school. • Advice will be given to parents about possible alternatives to public transport services. • Reinforce the message that all students using public transport must wear face masks. • Individual concerns in regard to punctuality will be dealt with on a case-by-case basis. 		<i>Capacity of local bus services remains an issue.</i>
2.9 Managing the school calendar				
Limited progress with the school's summer term calendar and workplan because of COVID-19 measures	<ul style="list-style-type: none"> • School calendar for the summer term rationalised within the context of the latest guidance on full reopening. • Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning. • Staff recruitment for September 2021 completed. • Curriculum and timetable for September 2021 completed. 	<ul style="list-style-type: none"> • Summer term calendar rationalised – planned events either cancelled or an online alternative arranged. • 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. 		
Pupils moving on to the next phase in their education do not feel prepared for the transition	<ul style="list-style-type: none"> • 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. • 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. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 	<ul style="list-style-type: none"> • Induction plans being developed for new Year 7 and for transition into Year 12 for both internal students and new joiners. • Parents' briefing sessions for new students will be held online during the summer term. • 'Plan B' Virtual open evening programme to be arranged for September. 		
2.10 Managing small groups				

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
The use of spaces for AP/inclusion/withdrawal of pupils/ detentions risks the spread of infection	<ul style="list-style-type: none"> Social distancing is fully observed in spaces where small groups of pupils are brought together for a specific purpose. Spaces are cleaned after use. 	<ul style="list-style-type: none"> The Individual Needs Coordinator will provide advice and guidance as necessary in respect of individual students. 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. 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. Detentions will need to be held in the largest available classrooms with full social distancing maintained where students are from different year groups. 		
2.11 Staff absence				
Due to COVID-19, the number of staff who are available is lower than that required to teach classes in school	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Updated guidance for those shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff. Discussions held about return to work. For vulnerable staff, concerns are discussed, procedures explained and risk assessments offered. A pregnancy risk assessment is in place for any pregnant staff. If the risk assessment brings up any significant issues for pregnant staff who are not in the third trimester then the full range of options will be considered including working from home earlier than 28 weeks. 	<ul style="list-style-type: none"> Staff health and availability tracking in place. Clinically vulnerable staff identified; RAs to be completed for all staff in vulnerable categories or with contextual risk factors. Staff with possible COVID-19 symptoms will be asked to take a COVID test and let the school know the result. If insufficient staff are available to provide the planned taught curriculum, subject leaders will ensure appropriate cover work is set. 		Significant numbers could be impacted through Test & Trace contact, or while waiting for COVID test result following development of symptoms.
Staff shortages due to absence may compromise operational safety	<ul style="list-style-type: none"> Sufficient cover/supply staff are available. Roles have been reallocated to cover any critical functions where appropriate. Staff have appropriate competences and training to fulfil their roles. There are sufficient qualified first aiders to cover the numbers of staff and pupils on site. 	<ul style="list-style-type: none"> Staff roles have been covered where necessary. Supply cover is available There is sufficient first aid cover on site. 		
2.12 Fire and evacuation procedures				
Fire procedures are not appropriate to cover new arrangements	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Pupils operating in discrete year group 'bubbles' Staff moving between discrete year group 'bubbles' Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	<ul style="list-style-type: none"> Fire procedures drafted for evacuation from new teaching block. 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. Lining up arrangements on field can be socially distanced appropriately. 		Not possible to stop contact between year groups while evacuating but exposure limited to <10 mins

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
Fire evacuation drills - unable to apply social distancing effectively between discrete year group 'bubbles'	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which take account of the new arrangements and apply social distancing where necessary. 	<ul style="list-style-type: none"> Plans for a drill are in place now that the site arrangement has stabilised. 		
2.13 Catering				
Catering arrangements lead to increased risk of infection; failure of provision leads to pupils not being fed properly	<ul style="list-style-type: none"> The catering services checklist has been completed with the catering provider and measures are in place as outlined in the checklist/guidance. 	<ul style="list-style-type: none"> School has liaised with catering company innovate to ensure that Covid-compliance is secure. Catering arrangements involve separate servery areas aligned with social zones, including one external serving point. Menu is more limited by still offers broad provision for students. 		
3. Governance and policy				
3.1 Governance and policy				
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. 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. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 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. Governors are briefed regularly on the latest government guidance and its implications for the school and the Chair of Governors is kept fully informed. 	<ul style="list-style-type: none"> Clerk receives regular training/briefings from LA support service - ensures aware of statutory responsibilities. Advice from NGA and other national bodies is routinely passed on to governors. Agendas are discussed with committee chairs and Chair of Govs to ensure statutory requirements are being met. Headteacher provides regular reports (written and verbal) on the school's response to coronavirus. All other governance procedures are in place as normal, including review of minutes. 		
3.2 Policy review				
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance etc are no longer fit for purpose in the current circumstances	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. 	<ul style="list-style-type: none"> Relevant policies revised or appendices written and publicised to staff, parents, governors and students as appropriate. 		
3.3 Risk assessments				

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used School trips and visits 	<ul style="list-style-type: none"> See other sections of this RA document and the staff guidance on reopening. 		
4. Staff wellbeing				
4.1 Staff work spaces				
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	<ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. Staff are briefed about the limitations to use of staff rooms. 	<ul style="list-style-type: none"> Additional staff work area in new teaching block designated to allow for social distancing. Main staff work areas reconfigured to maximise separation between work stations. Sneeze screens to be installed between designated work areas where separation is less than 2m. 		
4.2 Staff induction and CPD				
Staff are not trained in new procedures, leading to risks to health	<ul style="list-style-type: none"> Revised staff handbook issued to all staff prior to reopening. Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	<ul style="list-style-type: none"> Reopening handbook will be issued to all staff summarising all necessary procedures. Online staff training in key areas during w/c 24 August and on staff induction days on 1st/2nd September. This includes <ul style="list-style-type: none"> Safeguarding Infection control measures Use of PPE School operations Support for SEND students 		
New staff are not aware of policies and procedures prior to starting at the school when it reopens	<ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. The revised staff handbook is issued to all new staff prior to them starting. 	<ul style="list-style-type: none"> New staff already received induction training in July 2020. Further new staff induction programme in place with mixture of F2F and online meetings. 		
Staff are not equipped or trained to deliver remote learning	<ul style="list-style-type: none"> All staff are inducted in the use of MS Teams. All staff have equipment to deliver online learning from their classrooms and from their homes. All staff receive support and training to ensure that pupils learning at home and at school follow the school's curriculum plans. 	<ul style="list-style-type: none"> Comprehensive programme of staff CPD has been in place since the first lockdown to equip staff for remote learning. Equipment has been purchased to allow for remote delivery from normal teaching classrooms. 		
4.3 Physical and mental health				

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
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	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff have been signposted to useful websites and resources 	<ul style="list-style-type: none"> • Senior leaders will ensure understanding of individual circumstances and will sensitively adjust expectations as appropriate. • Staff wellbeing as first item on agenda of any meeting – including SLT and subject/pastoral teams. • General promotion of a 'listening culture' by line managers. • Staff guidance will be circulated signposting helpful organisations available for support. 		
Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so	<ul style="list-style-type: none"> • Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work. • 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. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as CV and CEV as set out in the latest government guidance. • For CEV and CV staff, concerns are discussed, procedures explained and risk assessments offered. • Current government guidance is being applied. 	<ul style="list-style-type: none"> • Staff health and availability tracking spreadsheet in place. • Expectations around staff attendance to be made clear but individual concerns listened to with sensitivity and understanding. • Clinically vulnerable and clinically extremely vulnerable staff identified. • Individual RAs completed for all staff in vulnerable categories or with contextual risk factors. Risk mitigations agreed and implemented. • Occupational Health referrals would be made for any staff where there are serious and ongoing concerns. 		
5. Student wellbeing, attendance and behaviour.				
5.1 Pupil attendance				
Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection	<ul style="list-style-type: none"> • Communications with parents reassure them about the safety of full reopening under the latest government guidance. • Dialogue is held with parents who have concerns. 	<ul style="list-style-type: none"> • Government and school expectations about attendance will be communicated regularly. • Parents with concerns will be provided with reassurance and pastoral support on case-by-case basis. 		
5.2 Physical and mental health				
Some pupils (or close family members) may have increased vulnerability to infection or poorer outcomes from COVID-19	<ul style="list-style-type: none"> • The latest government guidance is applied. • Pupils with underlying health issues have been provided with updated guidance and discussions have been held with them regarding attending school. Records are kept and regularly updated. • Pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Pupils are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically 	<ul style="list-style-type: none"> • Small number of students with underlying conditions – individual conversations with families and confirmation of attendance requirements depending on circumstances. • Circumstances of parents with concerns are discussed and reassurances given about Covid security. 		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
	<p>vulnerable and clinically extremely vulnerable as set out in the latest government guidance.</p> <ul style="list-style-type: none"> For vulnerable pupils, concerns are discussed, procedures explained and risk assessments offered. 			
<p>Pupils who are clinically vulnerable or clinically extremely vulnerable do not attend school even though it is deemed safe to do so</p>	<ul style="list-style-type: none"> 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. 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. 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. The register of pupils with underlying health conditions is regularly updated. For clinically extremely vulnerable pupils, and clinically vulnerable pupils, concerns are discussed, procedures explained and risk assessments are offered/ reviewed. 	<ul style="list-style-type: none"> Parents will be asked to identify any students who... <ul style="list-style-type: none"> have been shielding (clinically extremely vulnerable) are clinically vulnerable have other health issues or concerns Parents provided with clear guidance on definitions of these categories to avoid misinterpretation. Full details to be kept by student support. Supporting evidence from healthcare professionals will be requested eg to provide confirmation of shielding. 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. 		
<p>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings. Resources/websites to support the mental health of pupils are provided Wellbeing/mental health issues are discussed with pupils during PSHE/assemblies and at other appropriate opportunities. Age-appropriate websites/resources are provided for pupils. Staff direct pupils to these resources and are open to discussing them. Staff briefings and training focus on wellbeing, recognising the importance of their own wellbeing and that of their pupils. The school has access to trained staff who can deliver any bereavement counselling and support. 	<ul style="list-style-type: none"> Behaviour & welfare practitioner to remain main point of contact for mental health advice and guidance. Resources will continue to be promoted to students at intervals throughout the term. Online or phone-based resources be signposted to students through their iPads. Student mental health champions (Y12s) to be used to raise profile among students. Other advice provided to students through recovery conversations and structured recovery curriculum elements delivered through PCS. Acknowledgement of potential issues through online assemblies and form tutor work. School has access to wider support outside school for serious issues. 		
<p>Pupils and staff are grieving because of loss of friends or family</p>	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	<ul style="list-style-type: none"> Behaviour & Welfare practitioner can signpost to relevant organisations and can provide advice and guidance. Relevant pastoral staff undertake Educare/Winston's Wish online course in dealing with bereavement 		

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

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
Pupils forget to wash their hands regularly and frequently	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	<ul style="list-style-type: none"> Sanitiser point on entry to school for student use on arrival. Sanitiser point in all classrooms for students to sanitise hands at start of each lesson. Handwashing encouraged at toilet visits and use of sanitiser before/after. Signage in place to encourage hygiene practices. 		
6.3 First Aid				
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	<ul style="list-style-type: none"> First Aid certificates extended for three months. A programme for training additional staff is in place. Collaborative arrangements for sharing staff with other schools in the locality have been agreed. 	<ul style="list-style-type: none"> School has sufficient with valid First Aid certification to cover absence. 		
6.4 Medical rooms				
The configuration of medical rooms may compromise social distancing measures	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	<ul style="list-style-type: none"> Medical room can be isolated from other students. Separate toilet will need to be designated in block as temporary block has no toilet facilities. Good hygiene facilities available in room. Procedure for cleaning and disinfection in place following guidance from PHE. 		
6.5 Testing and managing symptoms				
NHS Test and Trace is not used effectively to help manage infection control amongst staff and pupils, maximise staffing levels and support staff wellbeing	<ul style="list-style-type: none"> Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction. Staff, parents and pupils are clear that they should book a test if they are displaying symptoms. Staff, parents and pupils are clear they should provide details of close contacts if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace. 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). Post-testing support is available for staff through the school's health provider. 	<ul style="list-style-type: none"> Guidance to be included in staff reopening documentation and communication with parents. Students to be briefed prior to arriving in school, and also as part of initial scripted induction. 		
Transmissions due to asymptomatic cases put pupils and staff at risk and could result in some transmissions in schools going undetected.	<ul style="list-style-type: none"> In school testing is provided in line with current government guidance. (Scientific evidence indicates that Lateral flow testing will identify new variants of Covid-19). Any testing arrangements carried out in school are in line with government guidance and are covered by an appropriate risk assessment, with additional control measures in place as required. 	<ul style="list-style-type: none"> Asymptomatic testing programme carried out across w/c 8th and 15th March in line with Government guidance. Parents and students clearly briefed on the purpose of the programme. Home testing programme set up from 22nd Mar for all students. Advice; guidance given to parents on how to administer tests. 		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	<ul style="list-style-type: none"> 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. This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	<ul style="list-style-type: none"> Staff, students and parents are familiar with the procedures for dealing with a confirmed case in the school, and are reminded of this through the website and parent emails. 		
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 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 most recent government guidance, if tests prove positive or negative. 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. 	<ul style="list-style-type: none"> Student Support staff will monitor and track all student absence, and will advise according to circumstances. Clear message will be given that anyone displaying symptoms must stay at home. Staff, students and parents will be reminded regularly and frequently of the procedures for contact tracing. Locally-agreed procedures for reporting of COVID-19 cases will be followed. 		
6.6 Communication with parents				
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	<ul style="list-style-type: none"> Parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. Specific communication on the requirements for school attendance from September is issued and followed up with discussion where necessary. A COVID-19 section on the school website is created and updated. Parent and pupil handbooks are created and updated. 	<ul style="list-style-type: none"> Weekly communication with parents continues – newsletters up to w/c 8th March and weekly email thereafter. COVID-19 section on website regularly updated with latest relevant information. Parents and students provided with summary of key points. School will repeatedly emphasise that school attendance is mandatory. 		
Parents may not fully understand their responsibilities should child show symptoms of COVID-19	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 	<ul style="list-style-type: none"> Key messages will continue to be reinforced regularly through email and newsletter. Key information will be provided on the school website. 		Risk will be low if parents follow the guidance
6.7 Personal Protective Equipment (PPE)				
Provision of PPE for staff where required is not in line with government guidelines	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Staff required to wear PPE (e.g. 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. Staff are reminded that wearing of gloves is not a substitute for good handwashing. 	<ul style="list-style-type: none"> 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. PPE training will be provided prior to school reopening. All staff will have access to elements of PPE such as face shields and gloves. 		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
Lack of / incorrect use of PPE or inappropriate disposal leading to increased risk of infection	<ul style="list-style-type: none"> • The latest government guidance on wearing PPE is applied. • Guidance has been issued to staff around need for and how to put on and take off PPE correctly. • The need for PPE in some circumstances, such as providing intimate care, will be subject to a thorough individual RA • Adequate supplies of PPE are secured for staff where risk assessment identifies wearing of PPE is required. • Spill kits are available to be used when cleaning visible bodily fluids produced by a person with coronavirus (COVID-19). • Guidance has been issued regarding the correct disposal of PPE. • Staff will be provided with face masks if specifically required. Gloves and aprons will also be available if required. 	<ul style="list-style-type: none"> • School has received appropriate and sufficient supply of PPE equipment through DfE-arranged deliveries. • Student Support staff are aware of how to wear and dispose of PPE correctly. 		
6.8 Contractors working on the school site				
Third party contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	<ul style="list-style-type: none"> • 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. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor RAs and method statements, and contractor induction) and these have been reviewed. • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government. • 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. 	<ul style="list-style-type: none"> • Main construction site is separate and secured. • Contractors working to complete snagging in new teaching block - due to be completed prior to start of term. • Any site visits by Wates team or subcontractors will be carried out where possible outside school operation hours. • School to arrange for contractor work outside main construction site to be done where possible out of school hours • Local arrangements will be put in place depending on the circumstances for each contractor visit. • Any regular contractors (eg groundsmen) unavoidably working on site will be briefed on social distancing measures in place. 		
6.9 Reception and deliveries				
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	<ul style="list-style-type: none"> • Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Non-essential deliveries and visitors to school are minimised. • Arrangements are in place for segregation of visitors. 	<ul style="list-style-type: none"> • Temporary Reception severely constrained for space, so can only allow one person/family in at a time. • Clear signage and marking for 2m social distancing and one way system in place – up ramp, down steps. • Unnecessary visitors should be avoided. External visitors to the school should be approved in advance by SLT. • Visitors arriving at Reception will be asked to maintain social distancing while waiting, and may be asked to wait outside • Visitors entering school to use hand sanitiser and to provide contact details to support 'Test and Trace' procedures. • Parents to be asked to wear face masks while on site if meeting members of staff. • Visitors will be inducted on safety and hygiene measures if they are spending any time in school. 		

Areas for concern	Suggested control measures	LGS actions	In place RAG	Residual risk rating (H/M/L)
6.10 Communication strategy				
Key stakeholders are not fully informed about the plans for reopening and their implications	<ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> - Staff, pupils & parents - Governors/Trustees - Local authority - Regional Schools Commissioner - Professional associations - Other partners 	<ul style="list-style-type: none"> • Communication routine well established, including weekly whole-staff briefing and bulletin, parents' weekly newsletter or email. • JC sits on LA strategy board as secondary representative, so communications with LA are effective. • LA holds weekly briefing for all headteachers, information from this is cascaded to SLT and other staff as appropriate. 		
10. Contingency planning				
10.1 Imposition of local lockdown				
An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding contingency arrangements	<ul style="list-style-type: none"> • Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding. • 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. • Contact records for pupils, parents and staff are kept up to date. The school's remote learning policy and arrangements for remote learning are published on the school website. 	<ul style="list-style-type: none"> • See below. Principles will be communicated to parents and students prior to reopening. • Established communication systems tested during lockdown will ensure good communication with students. 		
The school is unprepared for a local lockdown should the rate of infection rise in the area	<ul style="list-style-type: none"> • There is full compliance with the 9 PHE system control measures set out in the latest government guidance. • A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents. • There is regular liaison with the local health protection team. • Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated. • Lessons learnt during the school closure period are applied to the contingency plan. 	<ul style="list-style-type: none"> • Immediate reversion to full online teaching: <ul style="list-style-type: none"> ○ All teaching staff follow normal timetable, with live remote teaching for all year groups via MS Teams. ○ Students required to attend the lesson at the scheduled times accessing the lesson via their iPads or another device at home. ○ Subject leaders ensure that curriculum planning allows for online teaching to be adopted on a 'next day' basis. ○ SLT review of the provision at the end of each week, with adaptation as appropriate as the situation evolves. ○ All protocols for online working carried forward from Jan-Mar closure period. • Support staff would be expected to carry out as much of their role as possible from home. 		