

# COVID19: Risk Assessment and Action Plan from 20th January 2022

Version 1 (20/01/2022)

**SCHOOL NAME:** Alec Hunter Academy

**OWNER:** Trevor Lawn

- **Site Safety and Cleaning – TTR/PML**
- **Student Safeguarding, Welfare Checks, Communications and Policies – ABO/KWA/SFO**
- **Staff Safeguarding, Communication and Policies – TLA/JCO/GPA**
- **Timetabling, Rotas and Operations – TLA/KWA**
- **Teaching and Learning/Training for Teaching Staff – LWO/MDO**
- **Student Engagement/Curriculum Delivery – HBI/SFO**

## **Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and strategies put in place for students in Spring Term 2021, following the announcement that temporary Plan B measures were to be removed, and to ensure that the school continues to operate in a safe way in line with updated guidance.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Safeguarding Policy (Jan '21 Addendum)
- CYP Response Plan (Jan '21)
- DfE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

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Other documents to be viewed in conjunction with this Plan: ‘Schools COVID-19 Operational Guidance’ (DfE January 2022), ‘Contingency framework: education and childcare settings (DfE August 2021), Testing Site Risk Assessment (PML), Subject-Based Risk Assessments for practical activities (e.g., Tech, PE, Science, Drama, etc.)

We are now in a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. There is now an imperative to reduce the disruption to children and young people's education and the priority is to deliver face-to-face, high-quality education to all pupils. This means that many of the measures previously in place in our Risk Assessment have been removed. However, each school is required to have an Outbreak Management Plan, which may be invoked in the event of a spike in cases which necessitates more direct intervention. Our response in such a situation would be to reintroduce many of these measures. Hence, **any section of the plan which has been struck through rather than removed altogether would form part of our strategy in managing an outbreak of coronavirus in the school and would be reactivated at that point.**

## **PART 1 – System of Controls**

**These are the controls recommended by the updated DfE guidance and these are our responses to them:**

### **1) Ensure good hygiene for everyone.**

- a. All classrooms will be equipped with alcohol gel and staff will be asked to ensure all students use this regularly (as a minimum at start of all lessons). Students will be encouraged to bring their own hand sanitiser to use at other times
- b. All food outlets will have alcohol gel dispensers; supervising staff will monitor use.
- c. Messaging around the importance of good hand hygiene will be included in briefings for students and staff, and in letters to parents
- d. All rooms to have a supply of tissues, checked and replenished by the cleaning/site team
- e. All rooms to have bins checked and emptied each day
- f. Messaging around the importance of "catch it, bin it, kill it" approach included in briefings for students and staff, and in letters to parents.

### **2) Maintain appropriate cleaning regimes.**

- a. Continuation of current practice of additional cleaning of priority areas and touch points including doors, toilets and eating areas.
- b. Antiviral wipes will be available in each classroom so that students may wipe down the chair and desk where they will be seated before sitting down if they wish
- c. Reduction of touch points (e.g. doors propped open, where safe to do so)
- d. Antiviral wipes to be placed next to all phones and computers that are used by multiple staff members
- e. Cleaning materials to be made available to staff to wipe down their desks if they wish

### 3) Keep occupied spaces well ventilated.

- a. Windows and doors should be kept open (as far as possible) to ensure good ventilation. If cold weather makes it uncomfortable to keep them open for extended periods, they should, at the very least, be opened for several short bursts of at least 5 minutes in every hour.
- b. Students will be permitted to wear coats in classrooms, if necessary, to support regular ventilation.
- c. When students vacate the classroom at social times, windows and doors should be opened fully to allow fresh air to circulate.
- d. Opening internal doors will assist with circulation of air, as will the opening of external doors as long as they are not fire doors and it is safe to do so.
- e. Carbon dioxide monitors, supplied by the government, will be used to identify areas where the circulation of air is insufficient, and steps will be taken to increase airflow.
- f. Saffron Academy Trust is sourcing free-standing air filtration machines to support the ventilation of internal spaces where suitable air circulation cannot be achieved by natural methods. Trust schools may request these if necessary.

### 4) Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

#### Self-isolation and Confirmed Cases

Students, staff and other adults should follow public health advice on when to self-isolate and what to do. They must not come into the school if:

- they have one or more coronavirus (COVID-19) symptoms (a high temperature, a new continuous cough or a loss or change to their sense of taste or smell) **even if they are mild. They should also get a PCR test straight away.**
- they have tested positive for coronavirus (COVID-19)
- they are required to quarantine
- they have been told to self-isolate by NHS Test & Trace following close contact with someone who has tested positive for coronavirus (COVID-19)\*  
**\*(Note: The last point does NOT apply to staff who are double-jabbed or to students, only to adults who have NOT had two COVID-19 vaccinations)**

- a. Regular communication to all parents and students around the importance of informing the school of any Covid issues
- b. Parents are required to submit a form with full details of any student with Covid symptoms, with a positive test result or where there is Covid-linked illness in the household
- c. Home-School Agreement addendum makes this requirement explicit
- d. Staff Code of Conduct makes not obeying self-isolation rules a disciplinary offence
- e. Where a student becomes unwell at school with COVID-19 symptoms, however mild:
  - The First Aid Officer or other Duty First Aider should be alerted.
  - The student should be directed to an isolated room (recommend Meeting Room 2), behind a closed door with window ventilation.
  - Any staff dealing with them or in the vicinity MUST wear full PPE.

- If the student needs to use the toilet, they should use a specified one, after staff have first checked that there are no other students around, and this should be bleach cleaned immediately afterwards.
- The student should be sent home to self-isolate in line with current guidance ([Self-isolation guidance](#)) as soon as parents/carers can be contacted.
- The student should be instructed to take a PCR test, the outcome of which should be notified to the school
- Any areas that the student has been in will need to be cleaned immediately.
- Any staff supporting the student should hand wash themselves afterwards and they may wish to go home to change clothes if possible.

Where a member of staff becomes unwell at school with COVID-19 symptoms, however mild:

- A support staff member should inform the HR Officer and leave the premises immediately, avoiding contact with others.
- A teaching staff member should inform the Cover Manager and wait until supervision has arrived for the class before leaving the school premises, avoiding contact with others.
- The staff member must self-isolate in line with current guidance ([Self-isolation guidance](#)) and make arrangements to take a PCR test, informing the school of the outcome.

### **Asymptomatic Testing**

- a. The school will undertake asymptomatic mass lateral flow testing for all year groups on their return to school after the holidays.
- b. Subsequent testing by students and all testing by staff will take place off site. Both students and staff will be supplied with lateral flow test kits to self-swab and test themselves twice per week at home. Staff and students must report their result, whether void, positive or negative, via Wonde Test Register and to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit.
- c. There is a completely separate risk assessment for the asymptomatic testing operation.
- d. The school will retain a small asymptomatic testing site (ATS) on-site until further notice so that we can offer testing to pupils who are unable to test themselves at home or in the event that a student requests to undertake a test in school due to concerns they may have.
- e. The school will permit on-site visitors but will recommend that they undertake a lateral flow test before attending.
- f. The latest government guidance on confirmatory PCR tests ([PCR Testing advice](#)) will be followed in the event of a positive LFD test.

### **5) Contain any outbreak by following PHE local health protection team advice**

The school will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases or if central government offers the area an enhanced response package, a director of public health might advise the school to temporarily reintroduce some control measures. The Contingency Framework states that the thresholds below can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, it is whichever of these thresholds is reached first:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

The following sections, therefore, are **not currently active** but would be re-introduced should the school be in a position to invoke an Outbreak Management Plan.

**6) Face coverings are used in recommended circumstances**

- a. Face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.
- ~~b. Face coverings should be worn in classrooms or during activities unless social distancing can be maintained.~~
- c. Face coverings are mandatory in corridors and communal spaces, and responsibility cards will be signed if students repeatedly fail to comply with this expectation.
- ~~d. Staff may remove masks in classrooms if they are teaching from the front of the room at a safe distance from students but must put the mask on again if they circulate to support the learning or move closer to a student or colleague.~~
- e. Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.
- f. Some individuals may be exempt from wearing face coverings if they cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties. Parents will need to write to the school explaining reasons why they feel their child should be exempt and, if approved, students with exemption will be issued with a 'sunflower card' to indicate this.
- g. Students without a face covering should report to the Main Office where a supply is held, or ask their tutor to provide one, as tutors will be issued with a small supply.
- h. In order to ensure that face coverings are effective, students should be advised to:
  - wash their hands before removing them or putting them on
  - not touch the front of their face covering during use or when removing it
  - store face coverings in a sealable plastic bag between uses
  - dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)
  - place reusable face coverings in a plastic bag they can take home with them

~~**Minimise contact between individuals across the site and maintain social distancing whenever possible**~~

<b>STUDENTS</b>
Reducing contacts in school <ul style="list-style-type: none"><li><del>• All year groups will be kept in year group 'bubbles' wherever possible. Although students will pass on corridors and use the same spaces, we will make every effort to restrict situations in which different year groups come into extended contact in school.</del></li><li><del>• No mixed year group activities will take place until further notice.</del></li></ul>

- Internal Exclusion Room to operate on a 'one day per year group' basis, with maximum 3 students in the booths
- Students will report initially to the Student Hatch if they require First Aid support, and will only be able to attend Medical Room if no students from other year groups are present
- Year groups will have allocated areas for breaks and lunchtimes, including designated toilet blocks for use at break and lunchtimes.
- 'Safe rooms' for students removed from lessons to be defined on a year group, rather than departmental, basis

#### Social distancing at START of the day

##### Staggering entry to school:

- Each year group will have a designated 'waiting zone' on arrival at school, separated from other year groups
- Morning tutorial to be extended for certain year groups to provide an earlier start to the day, as follows:
  - Year 7 begin at 8:20am
  - Years 8 and 10 begin at 8:30am
  - Years 9 and 11 begin at 8:40am (normal time)

#### Social distancing at END of the day

- Afternoon tutorial to be reduced by the same amount for year groups as above, thereby ensuring that the total amount of tutorial time in the day is unaffected. This provides a staggered exit from school, as follows:
  - Year 7 day ends at 2:50pm
  - Years 8 and 10 day ends at 3:00pm
  - Years 9 and 11 day ends at 3:10pm (normal time)
- Students encouraged to leave site promptly and not congregate in groups.
- Addendum to be made to Behaviour for Learning Policy, indicating consequences for students refusing to follow hygiene or social distancing rules, or to adhere to seating arrangements.

#### Improving social distancing between lesson change overs

- Maps of the site to be produced and issued, indicating a one-way circulatory system for movement around the school site
- Two-way sections of corridor to be extremely limited and the wearing of face coverings in these sections to be mandatory
- Signs to be created and displayed in all corridors, by staircases and on exit/entrance doors to remind students and staff of the direction of travel and which routes are prohibited.
- Staff asked to be present in corridors at lesson changeovers to facilitate the flow, challenge any students who are loitering or congregating in groups, and ensure that students are following the system correctly
- No lining up of students to be permitted prior to entry into the classroom. Staff to be ready to welcome next class and to encourage them to enter promptly.
- Doors propped open to reduce touch points, where safe to do so.
- Students in classrooms with external doors to be dismissed by those external doors.

#### Timetable alterations to improve operations and social distancing

##### Breaks and lunchtimes to be staggered to maintain segregation of year group 'bubbles':

- Year 7 break will be 10:10am – 10:30am and lunch will be 12:10pm – 12:40pm

- Years 8 & 10 break will be 10:30am – 10:50am and lunch will be 12:45pm – 1:15pm
- Years 9 & 11 break will be 10:50am – 11:10am (normal time) and lunch will be 1:20pm – 1:50pm
- Bells will only ring at times when all students need to move. At other points, it will be the responsibility of the teacher to release students at the correct time

#### Improving social distancing at break and lunchtimes

- Whilst full social distancing at 2 metres would be difficult to maintain, we should endeavour to keep students apart at a safe distance as much as possible and avoid physical contact
- Each year group allocated to a section of the playground and field as follows:
  - Years 7, 8 & 9 – Year 7 Playground, Main Playground between G and D blocks
  - Years 10 & 11 – Area outside AH Café, Main Playground outside E block (front and back) and Tennis Courts
- Students will spend the break/lunch period in their zone or, in the event of wet weather, in a pre-allocated sheltered space (see below). Line of demarcation to be painted on the playground to indicate limit of each zone.
- Each year group allocated to designated food outlets, with similar offer from each (grab and go):
  - Years 7, 8 & 9 – AH Express and AH Pit Stop
  - Years 10 & 11 – AH Café
- Each year group to use designated toilets:
  - Year 7 & 9 – A corridor toilets (cleaning to take place in the interval between the breaks/lunch times for each year group)
  - Year 8 – D corridor toilets
  - Year 10 – E corridor toilets by E8
  - Year 11 – E corridor toilets by E4
- All students to be asked to go OUTSIDE. Only if weather is poor may students remain in the buildings, as follows:
  - Years 7, 8 & 9 – Under canopy in Year 7 Playground, with Main Hall as overflow
  - Years 10 & 11 – AH Café with sheltered area under walkway as overflow
- A map of the school showing zones for both good weather and poor weather will be shared with all staff and students.
- Library open to a different year group each day for break and lunch
- Mobile phone usage spaces to be identified outside as follows:
  - Years 7, 8 & 9 – Designated picnic tables near G block, under supervision of staff member on duty only
  - Years 10 & 11 – Designated picnic tables on the tarmac behind Evans block, under supervision of staff member on duty only

#### Reducing the risk from extra-curricular clubs and trips:

- Homework Club – Library will be closed; students to be integrated into the year group detention if they wish to work under staff supervision.
- Lunch Clubs to be cancelled until further notice
- No extra-curricular clubs to run until this can be done in a safe manner
- Sports activities and Music/Drama clubs only to resume if guidance indicates it is safe to do so
- No overnight trips will run until further notice, other trips will need approval from LG and a detailed assessment taking account of Covid risks

#### Reducing the risk of contact with COVID-19 in the classroom environment

- Students will be advised to bring pen, pencil, ruler, calculator, water bottle, hand sanitiser and relevant books to school each day
- All reusable equipment will be cleaned between classes (spray, wipes or washing) or left unused for a period of 48 hours (72 hours for plastics) before being used again.
- Sharing of any equipment is to be discouraged and avoided if possible.
- Students will be sat in the safest possible arrangement for each room. This will usually be side-by-side and facing forwards or outwards in computer rooms, etc.

#### Learning Support

- SDC to be open before school for selected individuals only and they must only use designated spaces to keep distance from those in other year groups
- SDC closed to students at break and lunch.
- SDAs to be timetabled to remain with designated year groups as much as possible and follow that timetable i.e. have lunch in line with Year 7 if supporting them Period 4
- Tutorial time interventions to run either at start or end of the day depending on arrangements for that year group
- Sensory room only accessible to Y7 students. Students from other year groups who may need a rest break will be escorted to an outdoor space.

#### Reducing large groups being asked to be in one space

- Assemblies to be cancelled until further notice. Staff on the assembly rota to produce a short, 10-minute key message which can be videoed and circulated to be shown in tutorial time on the agreed assembly day.

#### STAFF

##### Reducing the risks in the classroom

- Clear space to be marked out for the teacher at the front of the room (2 metres if space permits, otherwise 1 metre plus) and students reminded to keep desks in front row behind this line
- Staff will be required to wear face masks in classrooms, except where social distancing can be maintained.
- Additional cleaning materials (alcohol gel, spray cleaner, wipes) available for staff to use as required in classrooms.

##### Reducing the risks in offices and other work spaces

- Staff encouraged to work at minimum 2m distance in free periods and side-by-side or back-to-back.
- Additional cleaning materials (alcohol gel, spray cleaner, wipes) available for staff to use as required in office spaces (particularly for touch points such as phones and computers)
- Timetable alterations will reduce the number of staff in each curriculum area office at break and lunchtime.
- To reduce the pressure on office space, support staff and teaching staff will be encouraged to assist with additional external lunch duties created by staggering, with colleagues receiving payment at agreed rate.
- LRO to operate kitchens in accordance with separate guidance

#### Reducing the risks around the school and in meetings

- ~~Where staff need to move between classes, they should try and keep their distance from students and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.~~
- ~~No full staff briefings to be held. Staff briefing to be replaced with an email bulletin, to be circulated by GPA on Mon, Weds and Fri mornings. Items for the bulletin must be with GPA by 9am on the preceding school day.~~
- ~~All face to face meetings to be replaced by virtual meetings wherever possible. If a meeting has to take place in person, attendance must be limited to essential attendees only and the meeting is to be held in a spacious and well-ventilated room, with 2m distancing to be followed.~~
- Professionals working with the school (specialist teachers, educational psychologists, peripatetic teachers, mentors, counsellors and other support staff for pupils with SEND) should be requested not to attend the school if there is an outbreak. Supply teachers and other staff working on a temporary basis or moving between settings should only be permitted if it is an absolute necessity. They should ensure they minimise contact, adhere to the school's measures for minimising risk, and maintain as much distance as possible from other staff.

Further measures (including those for specific subjects, managing behaviour, management of the estate, etc.) are included in the detailed risk assessment that follows below.

## PAR T 2 - Risk Assessment/Action Plan:

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed By / Date	Risk Level Post-Action
<b>Buildings &amp; Facilities</b>	Workspaces for staff:  Workspaces re-designed to allow office-based staff to work safely.	<i>Staff offices, admin areas and site team office do not allow for a 2m space between desks.</i>	M	<i>Some additional office spaces/changes to layouts identified to ensure 2m space between colleagues and allow for colleagues to work safely within the building. Where this cannot be put in place, rotas will operate.</i>	TTR/PML Completed	L
		<i>Reception and student hatch are areas of high traffic where social distancing is problematic</i>	M	<i>Signage and floor markings introduced. Alcohol gel by signing-in book and student hatch.</i>	TTR Completed	L
				<i>Maximum of 3 visitors waiting in reception area at any time – any additional visitors must wait outside the building</i>	Ongoing - Reception Staff to monitor	L
		<i>Staff frequently congregate in Main Office, especially in kitchen area and around photocopier</i>	M	<i>One person at a time to use kitchen space and always wash hands before/after</i>	JJA has produced signage	L
		<i>One person at a time to use photocopier – anyone waiting must remain in lobby area by lost property</i>	JJA ongoing monitoring	L		
		<i>Maximum 5 people in the Main Office at any one time (3 at spaced desks, 1 in kitchen area, 1 at photocopier)</i>	JJA ongoing monitoring	L		

		<i>Staff congregate in staff room, but need access to workstations, pigeon-holes and other facilities</i>	M	<i>Some chairs in staff room and workstations to be removed from use to enforce social distancing.</i>	TTR/PML Completed	L
		<i>Staff congregate in CA Offices during breaks or when not teaching</i>	M	<i>Staff Room and all CA Offices to have a 'maximum capacity', defined by their respective size, displayed at the door</i>	TTR Completed	L
Toilets — measures have been taken to avoid breaches of social distancing in and around toilet facilities		<i>Student toilets are all single cubicle</i>	L	<i>Students in school will be directed to use designated toilets at specified times and in a staggered arrangement.</i>	Students informed at start of term	L
		<i>Narrow areas where students congregate around toilets lead to people being in close proximity to others</i>	M	<i>Toilet blocks allocated to different year group bubbles based on the location of their break time zone. Staff on duty to monitor social distancing.</i>	Signage produced to indicate year groups	L
		<i>Staff toilets may lead to staff coming into close contact</i>	M	<i>Staff to wait outside shared toilet/ washing facilities if already in use — one person maximum at any time. Staggering of breaks and lunches should spread the demand for staff toilets across a longer window of time</i>	Ongoing All staff	L
Entry and exit routes to the school are in place.  Any physical changes and/or signage required to allow social distancing are in place.		<i>Bottlenecks likely at entrances to school. Social distancing more difficult to maintain.</i>	H	<i>Staggered starts and ends to the school day to reduce flow at entrances/exits. Arrangements to be communicated to parents.</i>	TLA/GPA Completed	L
				<i>Additional entry/exit points utilised and 'waiting zones' allocated to keep year groups apart at start of the day</i>	KWA Completed	L
				<i>Gate Duty added to timetable of selected non-tutors to manage arrivals</i>	LWO Completed	L

Corridors: Measures are in place to support social distancing and reduce possible contamination	<i>Narrow corridors can make social distancing difficult to achieve.</i>	H	<i>2m markings put in on all corridors where possible to support social distancing</i>	TTR Completed	L
	<i>Students may come into very close contact in certain communal areas of the school</i>	H	<i>One-way system to be retained on staircases. Staff to be present in corridors at lesson changeover to ensure that one-way rules are observed.</i>	KWA/TTR Completed  Ongoing All staff	L  M
	<i>Doors, passed through by many people each day, are a potential cause of transmission</i>	H	<i>Main doors to Evans Block, A and D corridors, and doors to Main Hall to be propped open at key movement times, but NOT fire doors.</i>	Ongoing TTR/Site Team	L
Water fountains	<i>Water fountains can cause queues and the casing can create a risk of transmission as touched by multiple users</i>	M	<i>Water fountains taken out of use</i>  <i>Students advised to bring sufficient water to last the day</i>	TTR Completed  Tutors Completed	L  L
Consideration given to premises lettings and approach in place.	<i>Not sufficient time for thorough cleaning after any lettings and before school starts.</i>	M	<i>Potential lettings to be risk assessed. This will include checking that additional cleaning is in place, any additional costs to AHA are covered and site team capacity is not exceeded.</i>	Ongoing KDO/PML	L
Consideration given to the arrangements for any deliveries.	<i>Deliveries overlap with key movements at entry/exit points and put students or site team at risk.</i>	L	<i>TTR to determine protocols. <b>Delivery of non-school items is prohibited, as per Covid-19 Staff Handbook.</b></i>	TTR Completed	L
Dedicated testing site organised, with signage and appropriate cleaning processes in place (see Testing section below, full separate guidance and risk assessment)	<i>Processes not followed correctly, or testing site not fully cleaned, causing risk of contamination.</i>	H	<i>All procedures implemented in accordance with the guidance.</i>  <i>Site Manager verifies that cleaning is being completed to good standard.</i>	TLA/TTR Completed  Ongoing TTR	L

<b>Cleaning &amp; Waste Disposal</b>	Enhanced cleaning regime is in place in line with <a href="#">COVID19: Cleaning in non-healthcare settings guidance</a> .	<i>Areas of the school not cleaned in line with recommendations</i>	<i>H</i>	<i>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points (work surfaces, desks, door handles/plates, taps, light switches, keyboards and mice) are cleaned frequently.</i>  <i>Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush. Priorities and priority areas established.</i>	<b>Ongoing City West</b>  <b>Monitored by TTR/PML</b>	<i>L</i>
	Adequate cleaning supplies and facilities around the school are in place.	<i>Lack of equipment/ antiseptic cleaning fluids</i>	<i>M</i>	<i>Additional cleaning sprays/wipes left in offices and on photocopiers for staff to deploy after each use</i>	<b>Ongoing City West</b>	<i>L</i>
	Arrangements for sourcing longer-term continual supplies are also in place.	<i>Potential for contaminated tissues to be left in bins</i>	<i>M</i>	<i>All handwash and alcohol gel stations are to be checked and replaced daily by Site Team/Cleaning Team. Additional supplies of all cleaning fluids/alcohol gel to be ordered and stock levels maintained.</i>  <i>Bins emptied regularly. Hand sanitiser available at the school entrance and in all classrooms that are in use.</i>	<b>Monitored by TTR/PML</b>	<i>L</i>
	Capacity of cleaning staff is adequate to enable enhanced cleaning regime.	<i>Absences in cleaning team</i>	<i>M</i>	<i>City West to ensure that level of service will be maintained at all times. Cover to be implemented as required using agency staff in case of absences.</i>	<b>Ongoing City West</b>	<i>L</i>
Sufficient time is available for the enhanced cleaning regime to take place.	<i>Pressure on team owing to additional cleaning/staffing shortages means that some key tasks are missed</i>	<i>M</i>	<i>Ongoing routine cleaning throughout the day by Site Team</i>  <i>Priority tasks and areas established.</i>	<b>Ongoing TTR/City West</b>	<i>L</i>	



	making every effort to avoid 'close contact': go behind them if possible and keep head above child's head	<i>Behaviour/medical issue arises that would usually be dealt with at closer proximity than 2m</i>	M	<i>Staff trained on how to respond to different scenarios</i>	LWO Completed	L
	Classroom entry and exit routes, and routes of student movement in corridors, have been determined with appropriate signage in place.	<i>Students don't follow designated routes leading to crowding on corridors in breach of guidelines</i>	M	<i>Ensure signage up and securely fastened</i>  <i>Staff, students and parents informed of arrangements</i>  <i>Students informed via tutorials as to entry/exit point for each classroom, and any changes to corridor instructions (e.g. one-way system)</i>	TTR/Site Team Completed  Completed TLA/GPA  Completed HoYs/Tutors	L
	Students directed to bring own resources to school. Only limited, subject-specific resources are available within all classrooms.  Non-essential equipment is removed.	<i>Students forget guidelines.</i>  <i>Students forget equipment and borrow from others</i>  <i>Students do not have tissues when needed</i>	M  M  M	<i>Students told to bring their own pen, pencil, eraser, ruler and calculator to school. If they can also bring glue, scissors and colouring pencils, this will be helpful.</i>  <i>Other shared equipment to be sanitised, if used.</i>  <i>Tissues and alcohol gel provided in each classroom</i>	LWO letter to parents sent    Ongoing all staff  Completed TTR/Site Team	L  L  L
Staffing	Approach to staff absence reporting and recording in place. All staff aware.	<i>Staff forget to report absence, leaving groups unsupervised</i>	L	<i>Same absence reporting procedures in place as before COVID19. Reminders at start of term.</i>	Ongoing EGO/LWO/LG	L
	There are always enough staff in the building to maintain safe operation and full curriculum delivery	<i>Key staff required are absent due to illness or need to self-isolate via NHS Test and Trace</i>	H	<i>A daily assessment will be made of whether all year groups can remain in school based on staff numbers. Groups could be dismissed with parental consent if unable to supervise safely.</i>	Ongoing LG/EGO	L

	Plans to respond to increased sickness levels are in place, with key roles always covered (DSL, SENCo, Prevent, First Aid, etc.)	<i>Not enough staff are in the building to provide effective supervision/teaching. Highest risk is around sickness of key personnel, e.g. DSL, LG, where there are few who can deputise for them</i>	H	<i>Suspension of 'rarely cover' for this period of time.</i>  <i>Determine contingency plan should sickness hit staff in key roles (DSL, LG). In most of these roles, we already have at least 2 colleagues eligible to fulfil the requirement.</i>	Ongoing EGO  Completed LG	L
	Risk assessments are in place for those staff who are clinically extremely vulnerable, and appropriate arrangements for mitigating risk are identified.	<i>Pressure of staffing means needs are overlooked and CEV staff are not suitably protected from infection in the workplace.</i>	H	<i>Current advice indicates that social distancing measures have now ended in the workplace, and it is no longer necessary for CEV staff to work from home. Additional measures may need to be taken to help keep CEV colleagues safe; this will be achieved through discussion with TLA/JCO and kept under review.</i>	Ongoing TLA/JCO	L
	Approaches for meetings and staff training in place.	<i>Staff feel anxious about attending meetings if they are too close to other colleagues.</i>	M	<i>Meetings to be held in larger spaces with maximum ventilation and only if sensible spacing can be observed.</i>	Ongoing LG/HoCAs/ HoYs	L
		<i>Increased risk of infection if large scale meetings held</i>	M	<i>Where meetings cannot be held safely face-to-face, Zoom and Teams to be considered as alternatives.</i>	Ongoing LG/HoCAs/ HoYs	L
	Staffing roles and responsibilities with regards to contingency remote provision alongside in-school provision agreed and communicated.	<i>Staff are unclear of the expectations of them, and the quality of provision is adversely affected.</i>	M	<i>Clear guidance issued to all staff on the school's expectations around remote provision, along with training and tips on using Teams</i>  <i>In-school rotas constructed with a fair and proportionate distribution involving all staff</i>	Completed LWO  Completed TLA	L

	<p>Consideration given to the options for redeployment of staff to support the effective working of the school in an emergency cover situation.</p>	<p><i>SDAs or other support staff might be required to lead some groups if not enough teachers on site and may not feel confident to do this</i></p>	<p>M</p>	<p><i>Support given in any circumstance where SDAs or support staff are needed to respond to emergency cover requirement.</i></p>	<p>Ongoing LWO/EGO</p>	<p>L</p>
	<p>If redeployment is taking place, staff are aware of controls and processes in respect of tasks with which they are unfamiliar.</p>	<p><i>Some staff are unclear as to how they can support provision in this situation</i></p>	<p>L</p>	<p><i>Staff all informed of roles in clear communication prior to redeployment to address key tasks and provided with training if time allows.</i></p>	<p>Ongoing LG/JCO</p>	<p>L</p>
	<p>Arrangements in place for any externally employed adults delivering learning in school, e.g. peripatetic music tutors, EP, etc.</p>	<p><i>These peripatetic staff are less well-versed in the expectations of AHA at this time and may not adhere to expectations</i></p>	<p>L</p>	<p><i>Music lessons will return to online in the case of an outbreak.</i></p> <p><i>No other external professionals permitted on site without prior arrangement. Parents made aware of the need to book appointments via letter home.</i></p>	<p>Ongoing JDA</p> <p>TLA/GPA/KWA Completed</p>	<p>L</p>
	<p>Arrangements in place for any visitors/contractors on site, protocols and expectations shared.</p>	<p><i>Contractors may breach the guidelines established for our building.</i></p> <p><i>Additional people in the building increase the risk of infection if protocols are not followed.</i></p>	<p>M</p> <p>M</p>	<p><i>TTR to check with the contractor any requirements their employer has specified before visit and share school protocols.</i></p> <p><i>All maintenance visits take place out of hours or away from children and staff.</i></p> <p><i>All building projects must have in place Risk Assessments for social distancing and safe working practices.</i></p> <p><i>Reception staff to brief visitors on any aspects of the procedures relevant to the area in which they will be working.</i></p>	<p>Ongoing TTR/PML</p> <p>Ongoing TTR/PML</p> <p>Ongoing TTR/PML</p> <p>Ongoing JJA</p>	<p>L</p> <p>L</p>

	Arrangements are in place for twice-weekly home lateral flow testing for staff are in place.	<i>Staff do not self-test regularly and asymptomatic cases are not picked up, leading to virus transmission in school</i>	<i>H</i>	<i>Test Register reminders are emailed to staff automatically on Sunday and Weds each week.</i>  <i>GPA to inform JCO of staff who have not recorded test results for several weeks and they will be chased up via in-person reminders.</i>	<b>GPA</b> <b>Ongoing</b>  <b>GPA/JCO</b> <b>Ongoing</b>	<i>L</i>
	The approach for inducting new starters has been reviewed and updated in line with current situation.	<i>New staff do not have effective induction, affecting wellbeing and ability to perform their job effectively</i>	<i>M</i>	<i>MDO and JCO to ensure that any new staff joining the school are fully briefed on current arrangements and given all info and policies relevant to their role</i>	<b>Ongoing</b> <b>MDO/JCO</b>	<i>L</i>
	PPA for staff	<i>PPA for staff is not able to be maintained.</i>  <i>Rarely cover expectations cannot be met.</i>	<i>L</i>  <i>H</i>	<i>Every effort will be made to maintain staffing levels in the building and thereby preserve PPA time, as far as possible, but staff may need to be flexible.</i>  <i>GT periods and cover supervisors reduce risk of cover; however, it remains the case that staff absence is likely to be higher and so rarely cover could be breached.</i>	<b>Ongoing</b> <b>LWO/TLA/EGO</b>  <b>Ongoing</b> <b>EGO</b>	<i>L</i>  <i>M</i>
<b>Social Distancing</b>	Information shared with parents regarding pupils travelling to school, encouraging walking or cycling and avoiding public transport as much as possible.	<i>Students do not follow guidance en route to and from school.</i>  <i>Students have no option but to use buses.</i>	<i>H</i>	<i>Letter to parents about arrangements for school arrival and to remind students of expected behaviour en route to and from school</i>  <i>Staggered start/end times may reduce numbers of students on buses from Cressing/Silver End.</i>	<b>TLA/GPA</b> <b>Completed</b>	<i>M</i>

	Robust arrangements in place to communicate expectations on social distancing to staff, students and parents	<p><i>Staff and students are not clear on the rules/areas</i></p> <p><i>Staff and students do not follow the rules</i></p>	<p>H</p> <p>H</p>	<p><i>Signs outside and inside school building reminding students/staff of the guidelines, the one-way system and the correct toilets/areas to use.</i></p> <p><i>2m markers in all corridors and around reception desks.</i></p> <p><i>All arrangements, including staggered entry and exit times, staggered breaks, and segregated social time areas/food outlets/toilets communicated to staff, parents and students in advance.</i></p>	<p>TTR Completed</p> <p>TTR Completed</p> <p>Completed TLA/GPA</p>	<p>M</p> <p>M</p>
	Robust timetabling and zoning to keep students in year group bubbles as much as possible	<p><i>Students from different year groups come into contact with each other at breaks</i></p> <p><i>Zoning is not clear</i></p> <p><i>Supervision is not adequate</i></p> <p><i>Too many students are trying to use the same facilities</i></p>	<p>H</p> <p>H</p> <p>H</p> <p>H</p>	<p><i>Break and lunch times are staggered with different year groups using specified zones of the playground.</i></p> <p><i>Lines painted on the playground to clearly mark the limits of separate zones. Map of zones (for dry and wet weather) to be shared with all staff.</i></p> <p><i>LWO to ensure staff duties provide suitable coverage to maintain segregation. Expectation for all students to be outside in a restricted area reduces duty points required.</i></p> <p><i>Designated toilets blocks and food outlets allocated to different year groups based on the location of their social time area.</i></p>	<p>Ongoing Duty staff to monitor</p> <p>TTR Completed KWA Completed</p> <p>LWO Completed</p> <p>Ongoing Duty staff to monitor</p>	

	<p>Approach to avoiding children breaching social distancing by congregating when entering school or at breaks is in place.</p>	<p><i>Students congregate with friends, breaching social distancing</i></p>	<p>H</p>	<p><i>Students encouraged to arrive at the designated start time, use specified entrance and proceed to allocated 'waiting zone' to reduce mixing and congregation. Y7 students can move straight to tutor room on arrival. Staff to be present in tutor rooms promptly.</i></p> <p><i>LG and duty staff maintain high presence on corridors at break times and at start and end of day to ensure students move swiftly and avoid loitering.</i></p> <p><i>Staff to monitor corridors at lesson changeover and to ensure corridor is safe before releasing students.</i></p>	<p>Ongoing Tutors/HoYs to reinforce</p> <p>Ongoing All tutors</p> <p>Ongoing LG/Duty staff</p> <p>Ongoing All staff</p>	<p>M</p>
	<p>Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.</p>	<p><i>Students congregate with friends, breaching social distancing</i></p> <p><i>Students wishing to be provocative deliberately breach guidelines</i></p>	<p>H</p>	<p><i>Social distancing plans communicated with parents, including approach to breaches, via revised Home-School Agreement</i></p> <p><i>Addendum to Behaviour for Learning Policy to be made, with clear escalation of sanctions for refusing to take social distancing seriously.</i></p>	<p>TLA Completed KWA Completed</p> <p>KWA Completed</p>	<p>M</p>
	<p>Consideration given to which activities, especially practical activities, are more difficult/not possible to be undertaken with social distancing in place, e.g. PE, practical Science, Technology, Music, etc.</p>	<p><i>Staff not preparing thoroughly enough with social distancing expectations in mind</i></p>	<p>M</p>	<p><i>Risk assessments to be completed for PE, Art, Tech, Science – in line with curriculum model and use – if this kind of activity is intended to take place. Activity should not run if risks cannot be mitigated. Risk assessments to be signed off by PML before this type of lesson is undertaken for the first time.</i></p>	<p>Completed LFE/JTO/ GED</p> <p>Completed PML</p>	<p>L</p> <p>L</p>

	Arrangements in place for the safe use of PE facilities	<i>Students in very close contact, breaching social distancing</i>	M	<p>PE department to plan with regard to safe use of spaces and equipment</p> <p>Changing arrangements to be made Covid-secure:</p> <ul style="list-style-type: none"> <li>○ Students to get changed in the same space every lesson, with seating plans retained for each group in event of tracing</li> <li>○ Maximise use of available changing spaces</li> <li>○ Face coverings to be worn in changing rooms</li> <li>○ Maximum 5 minutes for changing</li> <li>○ Changing rooms fully sanitised after every lesson</li> </ul>	<p>Ongoing PE Team/GED</p> <p>Ongoing PE Team/GED</p>	L
Safeguarding	Vulnerable children and families will receive regular contact in the event of an outbreak which requires them to remain at home for a prolonged period.	<i>Children are at risk and staff in school are unaware of issues due to the removal of daily contact in an outbreak.</i>	H	<p>Key safeguarding/SEND staff work very closely with families and agencies.</p> <p>Rota of home contact is re-introduced with any concerns recorded and followed up.</p>	Ongoing ABO/SSIs/SEND Team	M
	Updated Child Protection Policy in place and any changes to approaches shared with staff	<i>Staff in school do not identify or follow up safeguarding concerns missed due to remote learning.</i>	H	<p>Temporary COVID19 addendum to Child Protection Policy adopted.</p> <p>Regular reminders to staff as to signs and reporting processes.</p>	Completed ABO	M
Catering	Arrangements for when and where each group will take lunch and break are in place so that students do not mix with other groups.	<i>Students mix, increasing number of contacts and increasing transmission risk</i>	H	<p>Year groups to remain in separate "bubbles" with staggered break and lunch times.</p> <p>Allocation of social time areas and food outlets ensures separation.</p>	<p>TLA letter to parents completed</p> <p>Ongoing Duty staff</p>	L

	Arrangements in place to provide food to staff and students on site at break and lunchtime, including the requirement of universal free school meals.	<i>Staffing levels might be too low if staff unable to work or serving arrangements stretch the team beyond capacity.</i>	L  H	<i>Other staff can be redeployed to support servery.</i>  <i>LRO deploys staff to outlets as required. Menu focuses on 'Grab &amp; Go' items which reduce waiting times.</i>  <i>Catering staff work areas separated and numbers in the kitchen controlled.</i>  <i>Numbers of students in Main Hall/AH Café at any one time limited by use of staggered breaks/lunch.</i>	Ongoing JCO/PML  Ongoing LRO  Ongoing LRO  Ongoing LG/Duty staff/LRO	L  L  L
	Arrangements are in place for the continued provision of FSM to eligible children not attending school due to shielding or self-isolation	<i>Families unable to provide suitable meals to disadvantaged children</i>	M	<i>Vouchers to be issued to ensure funds are available to FSM families for this purpose</i>	Ongoing GPA	L
<b>Testing</b>	A programme of mass LFD testing is implemented for all year groups on return to school to identify asymptomatic cases	<i>Onsite testing operation cannot cope with the increased demands and high number of tests</i>  <i>Parents do not give consent meaning that large numbers of students are not tested</i>	H  H	<i>TLA to produce a schedule which appears manageable based on JCO advice on capacity of onsite testing</i>  <i>JCO secures sufficient support from volunteers within the school staff and community to increase the number of testing bays available and ensure all days are covered, with contingency time built in, to deliver the programme</i>  <i>GPA/CLA to issue consent forms to parents and to chase up responses, with a strong recommendation to participate for the safety of the whole school community</i>	TLA Completed  JCO Completed  GPA/CLA by 03/09/21	L  M

	Students who miss tests are chased up and tested at another time	Numerous students miss tests putting the school community at risk	H	JCO/EGO to keep accurate records of all students who have not tested on site and will withdraw from lessons during w/c 06/09/21	JCO/EGO w/c 06/09/21	
	Home test kits for staff and students are securely stored and distributed.  Process in place to monitor and replenish test supplies	Not enough kits available or kits are not provided to those who need them in a timely manner.	H	JCO to ensure that staff are aware of the process for accessing the kits they need.  JCO/Tutors to distribute kits to students on a rolling programme.  TTR to manage storage and ordering of kits.	JCO Ongoing  Tutors Ongoing  TTR Ongoing	L
	Staff and students are aware of how to safely take and process the test, and to report any incidents (clinical and non-clinical)  Staff and students are aware of how to report their test results to school (via Wonde Test Register) and to NHS Test and Trace.	Tests are void, corrupted or unused because staff or students are unsure of how to administer and process tests correctly  School is unaware of test outcomes because results are not recorded  Action not taken following a positive case because NHS/school not informed	M  M  H	The following to be shared with staff, students and parents: <ul style="list-style-type: none"> <li>NHS instruction leaflet</li> <li>Link to training video and online resources on the document sharing platform</li> <li>Contact details for queries</li> <li>Process for reporting incidents</li> <li>Process for reporting results to school and NHS Test and Trace</li> </ul> Reminders to be sent out in communications with staff and parents	JCO/GPA Completed      JCO/GPA Ongoing	L  L  M
Hygiene & PPE	Appropriate and adequate supplies of PPE in place with long term approach to refreshing PPE supplies.	Shortages incurred	H	TTR to maintain weekly contact with SAT Central Services to update on the school's position regarding supplies and re-order as necessary.	Ongoing TTR	L
	Face coverings are mandatory for students and staff in all corridors and communal areas	Students refuse or forget to comply, or wear masks incorrectly.	H	Students with no facemask are provided with one by the school – 50p charge applied to catering account.	TLA Completed	M

	Face coverings are also strongly recommended in classrooms for students and for staff, unless social distancing can be maintained	<i>Staff fail to ensure adherence to the rules or neglect to wear their own face covering as required</i>	H	Students are used to wearing masks in classrooms and this would be re-introduced in the event of an outbreak. However, some students will have exemption ('sunflower card') if this is approved by the school.	Ongoing All Staff	M
	All students/staff wash hands or use alcohol gel regularly (as a minimum before eating and at the start of each session).  Staff/students use tissues and dispose of them properly	<i>Supplies of alcohol gel or tissues run out</i>  <i>Staff/students forget or ignore expectations</i>	H  H	<i>Supplies already ordered and regularly replenished</i>  <i>TTR and Site Team to monitor levels in all rooms and re-order as necessary</i>  <i>Routines already well established, but message embedded through briefings to staff, tutorials to students and home-school agreement addendum.</i>	PML Completed  TTR Ongoing  LG/Tutors/ KWA Ongoing	M
<b>First Aid</b>	Additional procedures for supporting First Aid in place	<i>BBA not able to carry out role safely.</i>  <i>Students not able to be treated safely as required.</i>  <i>Potential for mixing of students from different year groups in Medical Room.</i>	H	<i>BBA to be provided with visor, gloves, facemask and apron.</i>  <i>BBA to schedule staggered timings for students requiring daily medication (e.g. diabetics) to attend, to keep year groups apart</i>  <i>Students to report to Student Hatch in first instance if sick. SWI to contact BBA and advise on whether student can safely attend Medical Room without coming into contact with other students. BBA may choose to attend and assess.</i>	TTR Completed  Completed BBA  Ongoing BBA/SWI	L

	Approach to suspected COVID19 cases in place during school day	<p><i>Lack of PPE equipment available.</i></p> <p><i>Student remains within student body, despite developing symptoms</i></p>	H	<p><i>If a child becomes unwell with COVID-19 symptoms, BBA or another first aider should be alerted:</i></p> <ul style="list-style-type: none"> <li><i>Student to be isolated immediately in closed room (Meeting Room 2) with window open.</i></li> <li><i>PPE to be used by any staff in vicinity.</i></li> <li><i>Student to be sent home as soon as parents/carers can be contacted.</i></li> <li><i>Full bleach-based clean undertaken in areas the student has been in.</i></li> <li><i>Student to be advised to take a test and self-isolate in line with current guidance.</i></li> </ul>	<p>Ongoing All staff</p> <p>Ongoing BBA/LG</p>	L  M
	Approach to confirmed COVID19 cases in place	<p><i>Time delay between getting result from family/NHS</i></p> <p><i>Delay in getting equipment in to deep clean</i></p>	H  H	<p><i>The school will contact the family of any student showing symptoms to request outcome of testing.</i></p> <p><i>If a positive test is confirmed, the school will follow the advice given by NHS Test &amp; Trace. Contact tracing and self-isolation of student and staff contacts will no longer be directed by the school.</i></p> <p><i>Deep clean of areas using specialist equipment to be undertaken, if required.</i></p>	<p>Ongoing GPA</p> <p>Ongoing GPA/TLA</p> <p>Ongoing TTR/City West</p>	L  L

<b>Student Re-orientation</b>	Students with widening gaps identified and targeted support put in place	<i>We do not have the capacity to support additional students</i>	M	<i>HBI to lead on plans for making effective use of catch-up funding and National Tutoring Program.</i>	HBI In hand	L
		<i>Students with gaps not identified</i>		<i>Interventions to be planned and coordinated by HBI, supported by info from HoCAs and HoYs and reference to best practice (EEF, etc.)</i>	Ongoing HBI	L
				<i>1-to-1 tutoring and small group tutoring to be put in place for those in need of it, provided that suitable tutors can be found.</i>	Ongoing HBI	L
				<i>Curriculum plans for 2021-22 to include regular assessment points, to judge progress and address weaknesses. Pace of learning to be adjusted accordingly.</i>	Ongoing HoCAs	L
	Approaches to lessons that are understanding of recent barriers but also engaging and positive	<i>Students develop a sense of helplessness and struggle to re-engage as they believe they have lost too much ground</i>	M	<i>Staff encouraged to avoid talking about ‘catching up’, ‘closing gaps’ or ‘lost learning’ and focus instead on messages of belief and positivity to support students’ emotional wellbeing.</i>	Ongoing All Staff	L
	Students behave safely and follow hygiene protocols	<i>Students defy safety guidance, e.g. use of sanitiser, as they do not think protocols matter any more</i>	H	<i>Regular briefings and reminders via tutors on importance of following the guidance (for safety of others as well as themselves)</i>  <i>Expectations clear in Home-School Agreement and BfL Policy addendum indicates sanctions to be used</i>	Ongoing Tutors  Completed KWA	M

	Contingency plans in place for remote learning if it is required for individual students or groups, including support for those students who are identified as vulnerable (SEND, PP, CIN, LAC, etc.)	<i>Students fail to engage with education on offer and progress is adversely affected, especially among vulnerable youngsters</i>	M	Staff are clear on when remote learning needs to be provided  Communication of eligible cases reaches all relevant staff  Monitoring of engagement with remote learning focuses especially on vulnerable students if larger groups are required to learn from home. Students may be invited into in-school provision if concerns about wellbeing or engagement exist.	Completed LWO  Ongoing JJA  Ongoing HBI/ABO/CGI	L
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place	<i>Students attending school are not in a suitable emotional state to be able to learn effectively</i>	M	SSLs, SEND and Therapeutic Team to be available for individuals identified as being in need of support.	Ongoing SSLs/CGI	L
<b>Curriculum</b>	Whole-school approach to adapting curriculum (S/M/L term), including: <ul style="list-style-type: none"> <li>Using regular low-stakes assessment to establish areas of focus</li> <li>Maintaining positivity and avoiding the language of deficit and loss</li> <li>Reflection to support well-being and promote resilience</li> </ul>	<i>Leaders make assumptions about gaps in learning and language suggests to students that they are doomed to failure</i>	M	Range of planned catch-up support, both face-to-face and virtual, implemented by all CAs, informed by assessment	Ongoing HoCAs	L
		<i>Opportunities are missed to provide the support that many students will need.</i>	M	All staff nurture students' self-belief by giving clear direction on how challenges can be overcome, underpinned by praise for efforts	Ongoing All staff	L
	Ensure that all students continue to receive a high-quality education	<i>Provision is slow to adapt and teaching is inconsistent as staff have an insecure understanding of what is required</i>	M	Clear plans are in place in all departments regarding expected curriculum delivery and the need for personalised approaches.	Ongoing HoCAs	L

	Recognise that remote learning may need to resume at short notice and ensure that all staff and students are prepared for this eventuality	<i>A year group, or whole school, returns to lockdown and provision is slow to adapt.</i>	<i>M</i>	<i>Good practice on remote learning (Tips on Teams, video lessons, etc.), established through lockdown, is retained and shared to ensure staff are well equipped for possible closure</i>	<i>Ongoing All staff</i>	<i>L</i>
	Technology support is readily available for those that need it	<i>Staff do not make use of all the tools available to them</i>	<i>M</i>	<i>In the event of any local lockdown, clear guidelines are in place regarding expectations of staff.</i>	<i>LWO Completed</i>	<i>L</i>
		<i>Students unable to pick up remote learning due to a delay in distributing devices</i>		<i>ICT Team are equipped to respond swiftly in providing devices to isolating students.</i>	<i>Ongoing DWR</i>	
	Current SoWs amended to take account of revised expectations and adjustments made to allow for disrupted progress	<i>Teachers and leaders press ahead without taking account of likely gaps in knowledge and skills</i>	<i>M</i>	<i>HoCAs implement assessment schedule with all year groups and use outcomes to inform planning.</i>	<i>Ongoing HoCAs &amp; Teachers</i>	<i>L</i>
<b>Students with SEND</b>	Adaptations required to SEND support to take account of year group bubbles and social distancing	<i>SDAs unsure of how to support students in lessons</i>	<i>M</i>	<i>CGI to plan deployment with a view to retaining support in year group bubbles where possible.</i>	<i>Ongoing CGI and SEN Team</i>	<i>L</i>
		<i>Vulnerable students unable to access support</i>	<i>M</i>	<i>Interventions to be organised in alternative locations to the SDC to keep year groups apart.</i>	<i>Completed CGI/SEN Team</i>	<i>L</i>
		<i>Interventions unable to take place or lack impact</i>	<i>M</i>	<i>Sensory room to be available to Year 7 only, with outdoor space available for those in other year groups who need it.</i>	<i>Completed CGI/SEN Team</i>	<i>L</i>
				<i>Drop-in times at start of the day arranged in a staggered manner to match tutorial times.</i>	<i>Completed CGI/SEN Team</i>	

<b>Attendance</b>	Approach to support for parents where rates of persistent absence were high before Covid.	<i>Students fail to attend regularly and therefore fall further behind due to missing education</i>	M	All usual strategies to resume – EBR/SSLs/JJA to undertake customary actions where attendance is below 90%	Ongoing EBR/SSLs/JJA	L
	Approach determined to promote and support attendance for all students, including those who may be anxious.	<i>Students do not attend school due to family circumstances, vulnerable relatives or personal anxiety</i>	M	<p>Communications make clear that attendance is mandatory for all students (DfE Guidance)</p> <p>Only students who are self-isolating, have tested positive or have medical evidence for illness will be exempt from attending</p> <p>Risk assessment shared with students and parents via website to explain safety measures in place</p> <p>LFD testing should give some reassurance that positive cases will be identified promptly</p> <p>Sanctions and fixed penalty notices will be issued if necessary</p>	<p>TLA Completed</p> <p>TLA Completed</p> <p>TLA Completed</p> <p>JCO/TLA Ongoing</p> <p>EBR Ongoing</p>	L
<b>Governance</b>	Governors are clear on their role and responsibilities in the oversight of onsite testing and risk assessment for the full reopening of the school	<i>Leaders make decisions which put the school, staff or students at risk</i>	M	Updated risk assessment shared with LGB, SAT CEO and published on school website.	TLA Completed	L
	Communication between leaders and governors is clear and understood.	<i>Governors are not fully briefed on strategies employed by the school.</i>	M	Chair of Governors in regular contact with the Headteacher	Ongoing TLA/SBA	L

	Meetings continue to be productive in supporting the work of the school but are also held safely	<i>Governance becomes less effective</i>	M	<i>Meetings will continue to be held via Zoom in the Spring Term and possibly beyond, pending review</i>	Ongoing SBA/MMY	L
	Certain aspects of governance to remain 'on hold' in order to deal with the immediate situation. These are agreed and there is a plan for when these will be reviewed and possibly reinstated	<i>Monitoring of school and support for leaders is ineffective</i>	M	<i>Meeting agendas include opportunities for HT to share info on current strategies and for Governors still to hold the leadership of the school to account.</i>	Ongoing SBA/Chairs of Committees	L
Extra-Curricular Activities, Trips & Events	Extra-curricular activities and trips cancelled until further notice and will only resume when guidance indicates it is safe to do so	<i>Staff run activities against advice, compromising safety</i>	M	<i>No clubs to begin until guidance approves this and risk assessment is signed off by PML on a case-by-case basis.</i>	Ongoing PML	L
	Calendar of normal school events to be reviewed and appropriate cancellations made, or adjustments to format if this can be achieved safely	<i>Parental contact diminishes and opportunities to share information or engage with our community are lost</i>	M	<i>School Calendar reviewed to defer some key events to later in year</i>  <i>SchoolCloud system being used to facilitate virtual Parents' Evenings</i>	Completed HBI  Ongoing HBI/JJA	L
Finance	Additional costs incurred due to COVID19 are understood and clearly documented.	<i>School incurs unforeseen costs causing overspend on budget</i>	M	<i>Financial forecasts revised based on advice.</i>	Completed PWI/ACO	L
	Claims submitted for reimbursement, e.g. increased premises related costs; lateral flow testing costs; additional cleaning; support for FSM	<i>School incurs unforeseen costs causing overspend on budget</i>	M	<i>Invoices and COVID expenses going through SAT Central Services with a view to reclaiming.</i>	Completed PWI/ACO	L
	Any loss of income understood, including the impact of lettings and the financial implications of a reduction in bookings	<i>Anticipated income lower than expected causing variance in budget plan</i>	M	<i>Loss of income adjusted in budget, e.g. catering and lettings</i>	Completed PWI/ACO	L