



Haygrove School

Covid 19 Risk Assessment and Guidance to support return of all year groups in September 2020

Date completed: 14/07/2020

Reviewed by CEO of Quantock Education Trust, SLT & AHa: 03/08/2020

Updated: 03/08/2020 (amendments highlighted in yellow)

Reviewed by Governing Body xx/xx/xx

This document will be reviewed and updated at least every 2 weeks by the headteacher and the SLT Team

Government guidance source:

- **Guidance for full opening – schools. Published 2 July 2020.** <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Government statements from guidance:

- 'It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term'
- 'Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.'
- 'If schools follow the guidance set out here, they can be confident they are managing risk effectively'

This risk assessment has been designed by Haygrove School based on the 5 areas identified in the guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
1. Public health advice					
		Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below	Risk Assessments will be reviewed as appropriate and at least on a weekly basis and any actions implemented <u>Government guidance</u> will be followed		
1.1	Children, parents and staff's emotional health and wellbeing is at risk as a result of Covid 19		Effective communication and support in place for Children, Staff and Parents.	Children Pre- return wellbeing survey for children Wellbeing resources provided to deal with children's anxieties – staff to be prepared prior to wider return GW to reissue safeguarding guidance in preparation Daily briefings at 3:00pm with staff online to focus on individual needs- logs to be maintained	



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>Risk assessments to be completed for children where appropriate SENCO/ HOY/ GW</p> <p>New routines to be established early on and behaviour and character house point rewards to be introduced behaviour policy to be updated. Focus on praise and reassurance that work they have done during lockdown will be positively recognised</p> <p>Opportunities to celebrate achievements during lockdown</p> <p>Parents</p> <p>Pre- return wellbeing survey for parents</p> <p>Clear and regular communication – email updates, phone calls and website information</p> <p>Opportunity to voice concerns and know how they are being addressed</p> <p>Increased communication with parents through email.</p> <p>Staff</p> <p>Pre- return wellbeing survey for staff</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
				<p>Involvement in the planning and preparation – roles and responsibilities allocated, so that all feel part of the process</p> <p>Individual views sought and concerns addressed</p> <p>Staff reminded about support available through Carefirst, Education Support, HR and Patrick Weld</p> <p>Pre- return support and training for safeguarding and emotional health and wellbeing GW. Research on the latest guidance for pastoral care</p> <p>Staff not expected to mark work – verbal feedback to be prioritised for children in school for first two weeks and then reviewed</p> <p>Weekly dialogue with CEO</p> <p>Daily briefing with staff in hall ensuring social distance to check operation and any adjustments that need to be made</p>	
1.2	Contact with someone suffering from coronavirus	Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have	Parents & Staff issued with guidance on daily checks to undertake before bringing/sending their child to school. Any child who has a temperature or a continuous cough or loss of or change of taste or smell will be sent home		



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
	someone in their household who does, do not attend school	<p>and must self-isolate for 14 days (as well as siblings) in accordance with <u>current guidance</u>A</p> <p>Children or staff who display symptoms not to come into school if they need to self-isolate under <u>current guidance</u></p> <p>Anyone self-isolating with symptoms will be encouraged to access <u>testing</u> and engage with the NHS Track and Trace process</p> <p>Where a pupil becomes unwell with Covid-19 Symptoms and is waiting for collection, they will be moved to a separate area identified for this use. Any child who has a temperature or a continuous cough or loss of or change of taste or smell will be sent home and must self-isolate for 14 days (as well as siblings) in accordance with <u>current guidance</u></p> <p>The toilet within the admin centre has been identified for use</p> <p>The day cleaner will be available for cleaning and appropriate PPE will be worn.</p> <p>Front of School interview room has been identified for this purpose -the window should be opened to ensure ventilation</p>		



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status	
			<p>Isolation of the area where the person has been in contact and deep cleaning of the area following <u>decontamination advice</u></p> <p>For children with COVID 19 symptoms, while waiting for collection, they will be isolated in the front interview room, with the window and door open. PPE to be worn by staff dealing with ill children, if social distancing is not possible</p> <p>PPE equipment available for use if social distancing cannot be achieved eg medical care</p> <p>PPE to be disposed of properly following <u>decontamination guidance</u></p> <p>If there are home testing kits available in school, these will be given to parents/carers collecting symptomatic children, and to staff who've developed symptoms at school, if providing one will increase the likelihood of them getting tested</p> <p>Any pupils with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here. Staff will be rigorous about hand washing and respiratory hygiene - Catch it, bin it, kill it.</p> <p>SLT to check latest <u>government guidance</u> on a daily basis <u>and update the risk assessment</u></p>	<p>Site staff to ensure procedures are in place to ensure this is actioned</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
1.3	Spreading coronavirus through poor hygiene	Clean hands thoroughly more often than usual	<p>Students encouraged to wash their hands with soap and water for 20 seconds and dry thoroughly before leaving home <u>NHS guidelines</u></p> <p>All staff and children to wash or sanitise hands on arrival at school in their classrooms and when they change rooms</p> <p>Clean or sanitise their hands before and after eating, and after sneezing or coughing and using the toilet and encouraged not to touch their mouth, eyes and nose.</p> <p>The toilets will be regularly cleaned. Students should go to the toilet during their break and lunch time. If they need to go to the toilet during the lesson, they will take a laminated card which will have the room number on it. This is to prevent the need for teaching staff to sign the student's planner.</p> <p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p>	<p>stations in all classrooms and other key areas of the school</p> <p>Routines of good hygiene is well established in every classroom by every teacher and appropriate training provided for staff in order to educate the children and for their own benefit</p>	
1.4	Spreading infection due to sneezes and coughs	Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Use a tissue or their elbow to cough or sneeze and use bins for tissue waste ' <u>catch it, bin it, kill it</u> '	Additional posters for 'catch it, bin it, kill it' strategy	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>Adequate supplies of tissues and lidded bins provided for hygienic disposal of tissues. These bins will be lined, cleaned and emptied at least daily</p>	<p>Day starts with reminders and sneezing and coughing and basic hygiene advice – children involved in reminding others</p> <p>All non teaching staff to provide additional support and supervision during social times and lesson change over to allow for safe transition and behaviour of students</p> <p>Tissues and bins ordered for all classrooms.</p> <p>Ensure posters for all classrooms</p> <p>Staff to have their own stationery kit including whiteboard pens provided by their own departments</p> <p>Good hygiene routines carried out by students and staff will encompass sanitising areas between sessions where students move outside of their teaching zones.</p> <p>TL/DH to organise tissues/bin</p>	
1.5	<p>Spreading infection from touching contaminated surfaces</p>	<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>Regular cleaning schedule in place created by the site manager detailing specific areas requiring general and deep cleaning</p> <p>Cleaning staff will regularly clean frequently touched surfaces using identified standard cleaning products as detailed in the cleaning schedule:</p>	<p>Devise rotas for cleaning team ensuring we have sufficient staff working as ‘day cleaners’ . The cleaning schedule should be shared with SLT</p> <p>Minimum of two cleaning staff to work during the school day plus additional support from a member of the site team. This will be part of the cleaning schedule, shared with SLT</p>	



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<ul style="list-style-type: none"> ● Banisters, Classroom desks and tables ● Bathroom facilities (including taps and flush buttons) ● Door and window handles ● Light switches ● Furniture ● Reception desks ● Teaching and learning aids ● Classroom-based resources ● Computer equipment (including keyboards and mouse) ● Sports equipment ● Telephones ● Biometric payment scanners ● Any other hand contact surfaces <p>Ensure that bins are emptied regularly throughout the day by the daily cleaning staff</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units by site staff</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</p> <p>Use of disinfectants with ratio 1000 ppm available chlorine</p>	<p>Additional cleaning products and antibacterial spray</p> <p>Location of sanitiser stations to be agreed - as a minimum by all entry/exit points into each building of the school, each classroom, office and shared work areas</p> <p>Posters to be created ensuring hygiene /cleaning routines is understood and accessible by all</p> <p>Adhere to social distancing measures and good hygiene in communal areas – Staff may prefer to bring in their own flask/mug and drinks to avoid use of a kettle and microwave. If shared equipment is used, please ensure sanitising/ hand washing before and after use in line with guidance</p> <p>Fire marshalls will ensure doors are shut in the case of an evacuation</p>	



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<p>Sanitisers and antibacterial spray in each classroom and around the school ensuring they are accessible to all staff</p> <p>Prevent the sharing of stationery and other equipment where possible. Shared equipment and surfaces to be cleaned and disinfected before and after each use</p> <p>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</p> <p>Staff to undertake cleaning of their work space at the start and end of each lesson and or when transferring rooms</p> <p>Wipes available in each classroom will be used to wipe keyboards, mouse and workspace and any other touched surface at the start of the lesson</p> <p>During the first two weeks of term there will be no collection of books for marking and feedback to avoid the cross over of books. This will be reviewed</p> <p>Where possible text books will be kept in zoned areas</p>		



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>Any resources shared between groups, such as sports, art and science equipment, will be either:</p> <p>Cleaned in accordance with our good hygiene routines, and always between groups using them; or</p> <p>Rotated so they can be unused and out of reach for 48 hours (72 hours for plastics) between use by different groups</p> <p>If a person with coronavirus symptoms comes into school, a deep clean will take place in the areas that the person has been in, following decontamination guidance. The individual timetable, via Arbor, to be made available to identify the rooms. Follow up discussion with the child to identify other areas they may have visited</p> <p>Cleaning supplies will be topped up when stocks are depleted to 30% and monitored by Site Manager. This to be reviewed on a fortnightly basis to determine 30% is sufficient to take into consideration delivery times</p> <p>Teachers will wash/sanitise their hands and surfaces before and after handling pupils' books.</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status																					
			<p>Stagger the use of staff room and offices to limit occupancy, which has been addressed through the staggering of break and lunchtime. Limit of one person in the toilet at a time and person entering to call into the toilet to see if it is free.</p>																							
1.6	<p>Spreading infection due to excessive contact and mixing between pupils and staff in lessons</p>	<p>Minimise contact between individuals and maintain social distancing wherever possible. Consider the following:</p> <ul style="list-style-type: none"> - how to group children - measures in the classroom (where shared spaces are used, each department to have their own risk assessment) - measures elsewhere - measures for arriving and leaving school - other considerations 	<p>Children to be grouped in to year groups to ensure delivery of a broad and balanced curriculum Lunch and break times staggered Each year group to be allocated 'zones' across the school site Tutor rooms will be in the appropriate zones</p> <p>Minimal movement of students around school outside of their teaching zone. Students follow outside paths to practical subject areas and follow one way system in main building. Students to be reminded of this on a daily basis via their tutor.</p> <table border="1" data-bbox="880 1010 1386 1278"> <thead> <tr> <th colspan="3">Zones</th> </tr> <tr> <th>Year Group</th> <th>Plan A</th> <th>Plan B</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Eng & Maths centre x 8</td> <td>Top floor x 8</td> </tr> <tr> <td>8</td> <td>22, 23, 24, 25, G1, G2, Lib</td> <td>1st floor x 4, G1 G2 Lib</td> </tr> <tr> <td>9</td> <td>1, 2, 3, 4, 5, 11, 12</td> <td>1st floor x 7,</td> </tr> <tr> <td>10</td> <td>Elliott x 7, 30 GP</td> <td>Elliott x 7, 30 GP</td> </tr> <tr> <td>11</td> <td>MFL x 7 QTA GP</td> <td>MFL x 7 QTA GP</td> </tr> </tbody> </table> <p>Staggered start time considered but not necessary due to natural flow of students</p>	Zones			Year Group	Plan A	Plan B	7	Eng & Maths centre x 8	Top floor x 8	8	22, 23, 24, 25, G1, G2, Lib	1st floor x 4, G1 G2 Lib	9	1, 2, 3, 4, 5, 11, 12	1st floor x 7,	10	Elliott x 7, 30 GP	Elliott x 7, 30 GP	11	MFL x 7 QTA GP	MFL x 7 QTA GP	<p>Bus departure times to be changed due to new finish times</p> <p>School bells to be arranged for these times</p>	
Zones																										
Year Group	Plan A	Plan B																								
7	Eng & Maths centre x 8	Top floor x 8																								
8	22, 23, 24, 25, G1, G2, Lib	1st floor x 4, G1 G2 Lib																								
9	1, 2, 3, 4, 5, 11, 12	1st floor x 7,																								
10	Elliott x 7, 30 GP	Elliott x 7, 30 GP																								
11	MFL x 7 QTA GP	MFL x 7 QTA GP																								



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status																																																																	
		<p>arriving at school. Students will arrive at zones arrival points</p> <p>Map plans have been created to identify which set of blue gates students should enter and how they should navigate to the tutor rooms</p> <p>Staggered departure times from Lesson 5 to ensure no mixing of year groups and will also ensure that children on school transport can be seated in their 'bubble' year groups</p> <table border="1" data-bbox="875 592 1451 874"> <thead> <tr> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>Registration 08:45-09:00</td> <td>Registration 08:45-09:00</td> <td>Registration 08:45-09:00</td> <td>Registration 08:45-09:00</td> <td>Registration 08:45-09:00</td> </tr> <tr> <td>Lesson 1 09:00-09:45</td> </tr> <tr> <td>Break 09:45-10:15</td> <td>Lesson 2 09:45-10:30</td> <td>Lesson 2 09:45-10:30</td> <td>Lesson 2 09:45-10:30</td> <td>Lesson 2 09:45-10:30</td> </tr> <tr> <td>Lesson 3 10:15-10:45</td> </tr> <tr> <td>Lesson 4 10:45-11:15</td> </tr> <tr> <td>Lesson 5 11:15-11:45</td> </tr> <tr> <td>Lesson 6 11:45-12:15</td> </tr> <tr> <td>Lesson 7 12:15-12:45</td> </tr> <tr> <td>Lesson 8 12:45-01:15</td> </tr> <tr> <td>Lesson 9 01:15-01:45</td> </tr> <tr> <td>Lesson 10 01:45-02:15</td> </tr> <tr> <td>Lesson 11 02:15-02:45</td> </tr> </tbody> </table> <p>Students are encouraged to comply with school transport risk assessments.</p> <p>Year 7 and year 11 departure at 14:45 Year 8 and Year 10 departure at 14:50 Year 9 departure at 14:55</p> <p>Students not to return to school on route to the buses, eg to collect musical instruments or PE kit. Children not getting buses at the end of the day must leave the school site ASAP.</p> <p>For pupils who routinely attend other settings on a part-time basis, such as an alternative</p>	Year 7	Year 8	Year 9	Year 10	Year 11	Registration 08:45-09:00	Lesson 1 09:00-09:45	Break 09:45-10:15	Lesson 2 09:45-10:30	Lesson 2 09:45-10:30	Lesson 2 09:45-10:30	Lesson 2 09:45-10:30	Lesson 3 10:15-10:45	Lesson 4 10:45-11:15	Lesson 5 11:15-11:45	Lesson 6 11:45-12:15	Lesson 7 12:15-12:45	Lesson 8 12:45-01:15	Lesson 9 01:15-01:45	Lesson 10 01:45-02:15	Lesson 11 02:15-02:45	<p>Further guidance from the LA awaited.</p>																																													
Year 7	Year 8	Year 9	Year 10	Year 11																																																																	
Registration 08:45-09:00	Registration 08:45-09:00	Registration 08:45-09:00	Registration 08:45-09:00	Registration 08:45-09:00																																																																	
Lesson 1 09:00-09:45	Lesson 1 09:00-09:45	Lesson 1 09:00-09:45	Lesson 1 09:00-09:45	Lesson 1 09:00-09:45																																																																	
Break 09:45-10:15	Lesson 2 09:45-10:30	Lesson 2 09:45-10:30	Lesson 2 09:45-10:30	Lesson 2 09:45-10:30																																																																	
Lesson 3 10:15-10:45	Lesson 3 10:15-10:45	Lesson 3 10:15-10:45	Lesson 3 10:15-10:45	Lesson 3 10:15-10:45																																																																	
Lesson 4 10:45-11:15	Lesson 4 10:45-11:15	Lesson 4 10:45-11:15	Lesson 4 10:45-11:15	Lesson 4 10:45-11:15																																																																	
Lesson 5 11:15-11:45	Lesson 5 11:15-11:45	Lesson 5 11:15-11:45	Lesson 5 11:15-11:45	Lesson 5 11:15-11:45																																																																	
Lesson 6 11:45-12:15	Lesson 6 11:45-12:15	Lesson 6 11:45-12:15	Lesson 6 11:45-12:15	Lesson 6 11:45-12:15																																																																	
Lesson 7 12:15-12:45	Lesson 7 12:15-12:45	Lesson 7 12:15-12:45	Lesson 7 12:15-12:45	Lesson 7 12:15-12:45																																																																	
Lesson 8 12:45-01:15	Lesson 8 12:45-01:15	Lesson 8 12:45-01:15	Lesson 8 12:45-01:15	Lesson 8 12:45-01:15																																																																	
Lesson 9 01:15-01:45	Lesson 9 01:15-01:45	Lesson 9 01:15-01:45	Lesson 9 01:15-01:45	Lesson 9 01:15-01:45																																																																	
Lesson 10 01:45-02:15	Lesson 10 01:45-02:15	Lesson 10 01:45-02:15	Lesson 10 01:45-02:15	Lesson 10 01:45-02:15																																																																	
Lesson 11 02:15-02:45	Lesson 11 02:15-02:45	Lesson 11 02:15-02:45	Lesson 11 02:15-02:45	Lesson 11 02:15-02:45																																																																	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>provision setting, the school will work with these other settings to work out a system to keep these pupils safe.</p> <p>Movement around the school site will be kept to a minimum.</p> <p>Pupils will be supervised at all times to ensure mixing between groups doesn't occur, and they will be reminded about the rules throughout the day.</p> <p>Rooms will be accessed directly from outside where possible, and any corridors will have one-way circulation. No entry signs will be in use to ensure one way system is maintained during transition in between lessons. One way system not in force at the start and end of each day or for a fire evacuation. The one way system is to be used by students and staff.</p> <p>Staff to socially distance and not to enter rooms where this is not achievable including the use of the staff rooms and offices.</p>		
1.7	<p>Avoiding transmission during the arrival and departure of students</p>		<p>Class Groups to arrive/ depart through designated gates.</p> <p>2m social distancing to be enforced between pupils and staff</p>	<p>Students to arrive between 8:20 and 8:40 through designated gate. Staff to follow the duty rota.</p> <p>School day 8:40 to 14:45</p> <p>Parents to drop off children outside of school gates and not to come on site.</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>Encourage reduction of any unnecessary travel on coaches, buses or public transport where possible. Refer to <u>government guidance</u></p> <p>Staff to sanitise hands after the gates have been opened/closed</p> <p>Encourage parents and children to walk or cycle to school where possible</p> <p>Ensure that transport arrangements cater for any changes to start and finish times</p> <p>Any pupils with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here. Staff will be rigorous about hand washing and respiratory hygiene - Catch it, bin it, kill it.</p>	<p>Parents are encouraged to ensure their children maintain social distancing on the way to and from school.</p> <p>Hand sanitiser to be used at entry and exit points.</p> <p>Students to leave at staggered times through designated gate. All students to be off site by 15:00.</p> <p>Year 7 and year 11 departure at 14:45 Year 8 and Year 10 departure at 14:50 Year 9 departure at 14:55</p>	
1.7	Contact with someone who is suspected to have coronavirus	Where necessary, wear appropriate personal protective equipment (PPE)	<p>Proportionate amounts of PPE equipment to be provided and kept stocked for use by medical first aiders and cleaning staff where there has been a suspected case of coronavirus– <u>guidance</u> in use to be issued.</p> <p>Where a pupil becomes unwell with Covid-19 Symptoms and is waiting for collection, they will be moved to a separate area identified for this use. Any child who has a temperature or a continuous cough or loss of or change of taste or smell will be sent home and must self-</p>	Clear advice given to parents if child or family member experiences symptoms <u>current guidance</u>	



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<p>isolate for 14 days (as well as siblings) in accordance with <u>current guidance</u></p> <p>The toilet within the admin centre has been identified for use</p> <p>The day cleaner will be available for cleaning and appropriate PPE as per guidance (link above) will be worn.</p> <p>Front of School interview room has been identified for this purpose -the window should be opened to ensure ventilation</p> <p>Isolation of the area where the person has been in contact and deep cleaning of the area following <u>decontamination advice</u></p> <p>For children with COVID 19 symptoms, while waiting for collection, they will be isolated in the front interview room, with the window and door open. PPE to be worn by staff dealing with ill children, if social distancing is not possible</p> <p>Children with other symptoms will be asked to go to the medical room.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a</p>		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>very young child or a child with complex needs).</p> <p>If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else. In an emergency, call 999 if they are seriously ill or injured or their life is at risk.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. See decontamination guidance</p>		
1.8	Risk of Infections spreading	Engage with the NHS Test and Trace process.	<p>If a confirmed case is identified the school will provide appropriate records /information in relation to possible contacts to support the track and trace process</p> <p>We will work with Public Health England to notify parents and staff as what our next steps should be</p>		
1.9	Spreading infection due to a confirmed	Manage confirmed cases of coronavirus (COVID-19) amongst the school community	If a confirmed case of COVID-19 is declared to the School then the School will take swift		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
	case of coronavirus	Contain any outbreak by following local health protection team advice	<p>action by contacting <u>Public Health England South West Centre Health Protection Team 0300 303 8162 (option 1, then option 1)</u></p> <p>To help with this, records will be kept of: The pupils and staff in each group</p> <p>Record of student and staff contacts maintained via Arbor (MIS) to be provided on request</p>		
1.10	Contact during Emergency evacuation		Where practicable maintain social distancing on evacuation routes. If impracticable priority is evacuation.	Normal evacuation procedures will be followed. Student to line up in bubbles for evacuation and practice within the first fortnight upon returning to school. Year 7 to have a practice on their first day.	
2. School Operations					
2.1	Transfer of virus through transport	Transport: <ul style="list-style-type: none"> - Dedicated school transport considerations - Wider school transport considerations 	<p>Encourage parents and children to walk or cycle to school where possible</p> <p>Provide staff, parents and young with regular <u>government guidance</u> through regular communication</p>	Bus pickup to reflect varying departure times to accommodate allocation of seats	



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>A member of staff on duty at the end of the school day to ensure social distancing between groups is maintained according to release times within their bubbles.</p> <p>In addition, the school will work with providers, pupils and parents/carers as appropriate to ensure that, wherever possible:</p> <p>Pupils are grouped together on transport to reflect the groups that are adopted within school</p> <p>Students and parents encouraged to follow the transport providers risk assessment</p> <p>https://www.somerset.gov.uk/coronavirus/</p> <p>Parents/carers who need to drop off and pick up pupils will be told through messages and signage:</p> <p>Their allocated drop off and collection times, with different groups being given different times</p> <p>Only one parent/carer should attend for collection if necessary</p> <p>Not to gather at entrance gates or doors, or enter the site unless they have a pre-arranged appointment</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>Parents should only enter the school site if they have made a prior appointment</p> <p>Students to be released on a staggered basis: Year 7 and year 11 departure at 14:45 Year 8 and Year 10 departure at 14:50 Year 9 departure at 14:55</p> <p>Certain students may be identified to remain on the school site after this time. This may be due to counselling or planned intervention for example.</p> <p>Staggered departure times to ensure no mixing of year groups and will also ensure that children on school transport can be seated in their 'bubble' year groups</p>	<p>Details of students who have been identified by staff to remain on site should be discussed with HOY and in turn with GW</p>	
2.2	Risk of poor attendance due to continued parental/student anxiety	Attendance: - communicate clear and consistent expectations around school attendance to families (and any other professionals who work with	<p>The school will continue to record and monitor attendance in accordance with <u>normal attendance procedures</u></p> <p>Parents to ensure that their child attends school unless unwell</p>	<p>Headteacher to write to all parents indicating resumption of attendance expectations</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<p>the family where appropriate) throughout the summer ahead of the new school year</p>			
2.3	<p>Children, parents and staff's emotional health and wellbeing is at risk as a result of Covid 19</p>	<ul style="list-style-type: none"> - identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic - use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need 	<p>Heads of Year along with their tutor teams will continue to support vulnerable groups and will identify other vulnerable groups in September</p> <p>Liaison meetings with Heads of year and other professionals will identify and support students where required to re-engage student attendance</p>	<p>Identify students that will be eligible for support and programmes to be delivered.</p> <p>Guidance to be issued on the use of platforms such as the Oak Academy or GCSEPod for KS4 students</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<p>additional support to secure pupils' regular attendance</p> <ul style="list-style-type: none"> - work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 		<p>Attendance procedures revert to previous arrangements</p>	
2.4	<p>Risk to vulnerable staff attending school</p>	<p>School Workforce:</p> <ul style="list-style-type: none"> - Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. - If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate 	<p>The <u>shielding measures</u> will be paused on 1 August 2020</p> <p>The school will continue to work with staff on an individual basis</p> <p>Individual risk assessments will be considered on an as required basis</p>	<p>Additional consideration to be applied to pregnant staff and other identified staff</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		additional measures where appropriate.			
2.5	Staff's emotional health and wellbeing is at risk as a result of Covid 19	Supporting staff: - Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.	Appropriate work/ life balance to be modelled by senior leaders We would encourage teaching staff to be off the school by 17:30 to ensure a deep clean can be undertaken in readiness for the following day. Designated training for staff (INSET days) prior to all staff returning. To include specific guidance on well-being Visualiser strategy roll-out and training - to be provided Length of school day reduced due to shorter lunch break Staff well-being 'gathering' during the first week back Supportive Line Management and open door policy Signposting staff to Care First counselling and Education Support Partnership https://www.educationsupport.org.uk/ Engage with DfE guidance on extra mental health support for students and teachers	Staff surveys to ensure feedback and to monitor wellbeing Risk Assessment and guidance procedures to be shared with all staff	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			DfE strategy for <u>workload reduction toolkit</u>		
2.6	Insufficient staff to cover key times of the day i.e., pre/post school, break and lunchtimes	Staff deployment: <ul style="list-style-type: none"> - Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals 	Review of current working patterns Support staff to be included in duty rotas including breaks, lunchtime and bus/cycle duties	Use of cover supervisors and LSAs <u>Education Endowment Foundation (EEF) guidance on the best use of Teaching Assistants</u> Guidance and training to be provided in September inset days on how to carry out duties - this is for all staff	
2.7	Virus entering the premises	Deploying support staff and accommodating visiting specialists <ul style="list-style-type: none"> - Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. - When deploying support staff flexibly it is important 	Visiting agencies and other professionals will be advised to follow the school health and safety measures Social distancing and hand washing/sanitising will be the main method of controlling the spread of infection Any pupils with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here. Staff will be rigorous about hand washing and respiratory hygiene - Catch it, bin it, kill it. Specialists, therapists, clinicians and other support staff for pupils with SEND should	Visitors to sign to say they've read our risk assessment summary for visitors leaflet	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity	provide interventions as usual. These staff will be advised to be rigorous about hand washing and respiratory hygiene - Catch it, bin it, kill it.		
2.8	Transmission by visitors to the school	Recruitment - Recruitment should continue as usual	Where possible online recruitment will continue until further notice. This will be reviewed during the autumn term.		
2.9	Transmission by visitors to the school	Supply teachers and other temporary or peripatetic teachers - Schools can continue to engage supply teachers and other supply staff during this period	Use of Cover Supervisors continue to be the main method of covering absent teachers Use of supply teachers will only be engaged where absolutely necessary Peripatetic lessons will continue online and resume as and when appropriate/agreed, where possible. Individuals will be expected to comply with the school health and safety measures . See section on Music. Visitors to the school site will receive a copy of our guidance relating to Covid 19	Induction procedures to be reviewed and shared with supply teachers. Cover manager to ensure any staff that are coming onto the school site are aware of the procedures. Music department to issue specific guidance (reviewed and issued to peripatetic teachers)	s
2.10	Transmission by visitors to the school	Expectation and deployment of ITT trainees - We strongly encourage schools to consider hosting ITT trainees	Initial teacher training (ITT) will continue and trainees will be expected to follow the school's health and safety procedures		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
2.11	Not enough staff to facilitate learning	<p>Staff taking leave</p> <ul style="list-style-type: none"> - As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term - Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home 	<p>Staff are expected to return to work on Thursday 3rd September 2020</p> <p>Staff to inform HR about possible difficulties as a result of pre existing bookings and <u>quarantine requirements</u></p> <p>In the event of staff away on holiday and local lockdowns occur they will need to contact the HR or other member of SLT</p>	Guidance to be issued around holidays taken in the summer and quarantine requirements	
2.12	Transmission by visitors to the school	<p>Other support</p> <ul style="list-style-type: none"> - Volunteers may be used to support the work of the school, as would usually be the case 	Volunteers will be considered on a case by case basis with the school's health and safety procedures being followed.		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
2.13	Transmission by visitors to the school	<p>Safeguarding</p> <ul style="list-style-type: none"> - Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils - Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	<p>Meetings, with external agencies to continue remotely via online methods ie., Teams</p> <p>Ensure that the school are compliant with the latest version of <u>keeping children safe in education</u> and any other guidance relating to Covid 19</p>	<p>GW to adapt policy following Government guidance</p>	
2.14	Spreading infection due to excessive contact and mixing between	<p>Catering</p> <ul style="list-style-type: none"> - We expect that kitchens will be fully open from the start of the autumn term 	<p>Breaktime - have staggered breaks to allow purchase of food from the canteen and to limit mixing of groups.</p> <p>Compulsory hand sanitising on entry to the canteen</p>	<p>New timetable created for spreading lunch and break times.</p> <p>Sanitising</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
	<p>pupils and staff around and outside of the school</p>	<ul style="list-style-type: none"> - School kitchens can continue to operate, but must comply with the <u>guidance for food businesses on coronavirus (COVID-19)</u> 	<p>Suspension of the use of the 'Deli' counter and all food to be purchased through the canteen. Students to be supervised using a queuing system along the south corridor Money to be added online - revaluation units to be taken out of use</p> <p>Lunchtime - food can be purchased in the canteen and there will be a seating area for them to eat any hot meals on the stage</p> <p>Sanitising of biometric machine between bubbles by catering contractor</p> <p>Tables to be set up on the stage for hot meals</p>	<p>Parents to be advised</p>	
<p>2.15</p>	<p>Risk: Spreading infection due to the school environment</p>	<p>Estates</p> <ul style="list-style-type: none"> - We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school - It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe 	<p>With the new build coming on line on a phased basis the risk assessment and guidance will be reviewed at the point we are able to access the new facilities</p> <p>All windows and doors to be opened where possible</p> <p>One way system between lessons in the main building. Students encouraged by their tutor to use this every day</p>	<p>Site team to change classroom layouts</p> <p>Air conditioning in server room - review</p>	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<ul style="list-style-type: none"> Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. 			
2.16	Risk Spreading infection due to excessive contact and mixing between students	Educational visits <ul style="list-style-type: none"> We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. In the autumn term, schools can resume non-overnight domestic educational visits As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be 	Suspend all educational visits for the autumn term and this will continue until further notice.	LM to liaise with CM	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the <u>health and safety guidance on educational visits</u> when considering visits.			
2.17	Risk: Spreading infection via clothing	School uniform <ul style="list-style-type: none"> - It is for the governing body of a school to make decisions regarding school uniform. - We would, however, encourage all schools to return to their usual uniform policies in the autumn term. - Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures 	<u>Normal school uniform</u> will be worn. Where there are shortages of uniform supplies, families will be supported on an individual basis. Within PE there will be a suspension of loaning of PE kit. Students with uniform concerns will be brought to the attention of the HOY via the tutor. No loaning of school uniform in adhoc circumstances but may be able to support with long term issues.	Year 11 leavers to be asked for school ties to pass on to students in need. LOH to post on social media for any good quality ties that can be donated Student services to contact suppliers regarding latest position with regards to stock	
2.18	Risk: Spreading infection due to excessive contact and	Extra-curricular provision <ul style="list-style-type: none"> - Schools should consider resuming any breakfast and after-school provision, 	Suspended for the first two weeks of term and to be reviewed in September 2020	MF to consider arrangements for PP students that normally have breakfast Duty rota to be agreed	



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
mixing between students	<p>where possible, from the start of the autumn term</p> <ul style="list-style-type: none">- Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.- Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound			



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		providers they access, as far as possible.			
3. Curriculum, behaviour and pastoral support					
3.1		<p>The key principles that underpin advice on curriculum planning are:</p> <ul style="list-style-type: none"> education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. 			
3.2		Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content	<p>A broad and balanced curriculum will be provided through effective deployment of Year group bubbles</p> <p>Subject leaders will reprioritise their curriculum to cover the most important topics first, build confidence, create routines and foster a sense of normality</p>		
3.3		Aim to return to the school's normal curriculum in all subjects by summer term 2021.	This will be established from the outset		
3.4		Plan on the basis of the educational needs of pupils	Any pupils with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here.		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
			<p>Staff will be rigorous about hand washing and respiratory hygiene - catch it, bin it, kill it.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. These staff will be advised to be rigorous about hand washing and respiratory hygiene - catch it, bin it, kill it.</p>		
3.5		Develop remote education so that it is integrated into school curriculum planning	<p>A blended approach between live lessons, Oak National Academy, GCSE Pod, pre recorded and online learning resources will be available for students in the event of a national or local lockdown</p> <p>Resource base lessons will be available for those that are shielding or self isolating</p>		
3.6		For pupils in key stage 3, the curriculum should remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including science, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and Maths by teaching essential knowledge	<p>A broad and balanced curriculum will be provided through effective deployment of Year group bubbles</p> <p>Subject leaders will reprioritise their curriculum to cover the most important topics first, build confidence, create routines and foster a sense of normality</p> <p>Primary schools to feedback on the transition academic work which will inform planning for autumn term in Year 7</p>		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		and skills from the key 2 curriculum			
3.7		As with earlier key stages, it is likely that pupils in key stage 4 will need extra support to catch up on the content that they have missed	<p>National Tutoring Programme will be utilised.</p> <p><u>Covid-19 support guide for schools</u></p> <p>Subject leaders will reprioritise their curriculum to cover the most important topics first, build confidence, create routines and foster a sense of normality</p> <p>Any content that has been missed will be interleaved during lesson time throughout the academic year. Diagnosis, Therapy and Testing model will also be used as a method to personalise revision to plug specific gaps in knowledge and skills.</p> <p>Intervention coordinator to be in place to identify key students and provide appropriate support</p>		
3.8		In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject. Such decisions should be taken in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing	<p>This will only take place in exceptional circumstances in liaising with parents, HOY and key professionals including LM</p> <p>Review our Option Plus programme with individual students and parents</p>		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
3.9		Schools are expected to review any plans for early entry among year 10 pupils in summer 2021	Current plans are for certain units of work for BTEC, OCR and WJec to be completed in Year 10 as normal along with certain identified students to complete the English Literature exam	Check ELit entries with EST	
3.10	Risk: Spreading infection due to excessive contact and mixing between pupils and staff in lessons	Music and other subject areas Schools should consider how to reduce an additional risk of infection where pupils are playing instruments or singing in small groups such as in music lessons. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles or school assemblies	Lessons that involve singing, chanting, shouting or playing instruments (particularly wind or brass instruments) will be limited to no more than 15 pupils in a separate space, and will take place outside wherever possible (if taking place inside, the space will be well ventilated). Pupils will be positioned either back-to-back or side-to-side at an appropriate distance. Instruments won't be shared. Singing or instrument playing won't take place in any larger groups such as choirs or assemblies.	AR to liaise with BH	
3.11	Risk: Spreading infection due to excessive contact and mixing between pupils and staff in lessons	Physical activity in schools <ul style="list-style-type: none"> - Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. - Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual 	For physical activity, contact sports will be avoided. Outdoor sports will be prioritised where possible, or large indoor spaces used where it is not. Distance between pupils will be maximised as much as possible. Students expected to attend school in their PE kit on the day they have PE to avoid the need of changing. Staff can work across different groups in order to deliver the school timetable, but they will keep their distance from students and other staff as much as they can (ideally 2 metres	Consult with JG	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<p>groups, and contact sports avoided.</p> <ul style="list-style-type: none"> - Schools are able to work with external coaches, clubs and organisations for curricular and extracurricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures 	<p>apart). This won't always be possible, but close face-to-face contact will be avoided, and time spent within 1 metre will be minimised.</p>		
3.12		<p>Catch-up support</p> <ul style="list-style-type: none"> - Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <u>guidance on effective interventions to support schools</u>. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs. 	<p><u>Covid-19 support guide for schools</u></p> <p>We will use the guidance to prioritise how this funding is spent</p>		
3.13		Pupil wellbeing and support			



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<ul style="list-style-type: none"> - The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. - The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. - DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom 			
3.14		<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing 	<p>Student and parent surveys are underway to gain an understanding in how we can support our students on their return</p> <p>Year 7 invited into school for a transition day</p> <p>Identification of key students that may require additional support</p> <p>Extended tutor time for remaining year groups</p>	Check readiness of RSHE with GH	
3.15		Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help	A pastoral booklet has been created and activities identified to deliver within a tutor setting		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		with, drawing on external support where necessary and possible. Schools should also consider the support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.			
3.16		Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school	School nurse service will be contacted remotely should support be required		
3.17	Student behaviour puts people at risk	Behaviour expectations - Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.	Behaviour policy and procedures to be reviewed Review risk assessments relating to individual behaviour for any students with known patterns of misbehaviour which involve not following instructions. Social distancing to be strictly maintained within the IE room due to the possibility of students arriving from different year group bubbles.	To be completed including behaviour stages, IE room procedures GW to liaise with staff	



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<ul style="list-style-type: none"> - Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking - the rules and how they will enforce those rules including any sanctions. 	<p>Our capacity for managing poor behaviour in the IE room will be more challenging due to government guidelines on social distancing and we may seek parental support in adapting our practice</p> <p>The operation of IE will be reviewed on a daily basis according to numbers of students and behaviour incidents</p> <p>IE staff on a rota to ensure full coverage over lunchtimes</p>		
4. Assessment and accountability					
4.1		<p>Exams</p> <p>Consideration should be given to pupils in year 11 so that they will be able to catch up and access exams that lead to the qualifications they need to progress. Schools should plan on the basis that GCSEs will take place in summer 2021 but with adaptations, including those which will free up teaching time.</p> <p>Following the cancellation of summer 2020 exams, exam boards will be providing students with calculated grades but there will be an opportunity for students to sit exams in the autumn if they wish. The expectation is that the centre that entered students for the summer series will enter them for the autumn series and ensure that they have somewhere to sit their exams.</p> <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020</p> <p>The school is engaging with the OFQUAL consultation on GCSE exams for 2021</p>			



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
5. Contingency planning to provide continuity of education in the case of a local outbreak				
5.1	Contingency plans for outbreaks Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education			
5.2	Remote education support In developing these contingency plans, we expect schools to: <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and 	A blended approach between live lessons, Oak National Academy, GCSE Pod pre recorded and online learning resources will be available for students in the event of a national or local lockdown Resource based lessons will be available for those that are shielding or self isolating Google Classroom can be used as a way of sharing resources for teaching groups Google Meet is the online platform to deliver live lessons. A link will be shared on showmyhomework Showmyhomework is our platform for homework which also includes classwork when we will have to flip to remote education Parents to liaise with the school if their child has no access to online platforms and the school will make suitable arrangements to support the child's learning		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<p>workbooks, for pupils who do not have suitable online access</p> <ul style="list-style-type: none"> recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 			
5.3		<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject provide frequent, clear explanations of new content, delivered by a 	<p>A remote education timetable will be created and shared if remote learning is to be commenced. This timetable will follow our normal curriculum as closely as possible To review our procedure in how we give feedback for students during remote learning</p> <p>We will make adaptations to our teaching and learning principles in light of remote learning. Staff to make themselves familiar with the teaching and learning guidance document.</p>		



	Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
		<p>teacher in the school or through high quality curriculum resources and/or videos</p> <ul style="list-style-type: none">• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers			
5.4		We expect schools to consider these expectations in relation to	We will not be using long term projects to cover online learning.		



Risk	Guidance Requirements	Controls/ Mitigation procedures in place	Actions remaining	Status
	the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.	We will liaise directly with families of children with SEND to find better ways of supporting them at home.		