

Risk Assessment for full opening link and restricted attendance link

Full opening:

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

Restricted attendance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

Children of critical workers and vulnerable children :

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

RISK ASSESSMENT FOR LATERAL FLOW TESTING :

<https://docs.google.com/document/d/186hJ6JzX0LojVwVbHiE3j2Mc9CuSm9wKAXYqYFqPSc/edit?usp=sharing>

FACE COVERINGS

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

MARCH UPDATED GUIDANCE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

SPECIFIC CHANGES ONLY

CHANGES TO GUIDANCE INCLUDE:	System of controls: actions that schools must take:	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made
LFT Testing - Students	Lateral flow testing (Students) - All students will complete three LFT's in school beginning w/c 1 March, with the final tests being completed w/c 15 March. Consent forms have been shared with parents and only those students with consent will be tested. Following the initial three tests at school students will complete tests at home test. LFT kits will be given to students every three weeks and will include enough tests for two weekly tests. We have asked for results to be communicated to us, in the event of a positive test we will follow the actions set out in this risk assessment.	Trained staff will supervise the initial three tests. The test centre has been set up following PHE guidance and all colleagues are trained. Testing will be carefully scheduled to manage numbers and protect bubble groups	Lack of staff to support testing. Low numbers of children with consent.	M	Additional colleagues have been recruited to the testing team, training will begin w/c 1 March when student numbers will be lower. Consent reminders were sent at the end of w/c 22 February, this will be reviewed Monday 29 March and action taken if needed. Focused work to get highest possible agreement and consent for testing.
LFT Testing - Staff	Lateral flow testing (Staff) - The final on site LFT for staff will be Monday 1st March, staff will begin home testing twice per week from 3rd March via personal test-kits. We have asked for results to be communicated to us, in the event of a positive test we will follow the actions set out in this risk assessment.	Strong communication regarding the change, staff are used to testing from the onsite provision.	LFT's are not delivered on time.	M	Contingency option to re-instate on site testing if delays are significant
Use of face coverings in the classrooms for secondary age pupils and staff	Face-coverings should be worn by adults and pupils at all times in non-classroom settings within the building. This includes when moving around the premises (corridors, communal areas, e.g. canteens and toilets, where social distancing cannot easily be maintained. Face-coverings do not need to be worn by pupils when outdoors on the premises. Until Easter face-coverings are recommended to be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face-covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. These measures will be reviewed at Easter. Transparent face-coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face-coverings in schools or in public places. Face visors or shields should not be worn as an alternative to face-coverings. Some individuals are exempt from wearing face-coverings. This applies to those who: • cannot put on, wear or remove a face-covering because of a physical impairment or disability, illness or mental health difficulties; • speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate. We will have a small contingency supply available for people who: • are struggling to access a face-covering; • are unable to use their face-covering as it has become damp, soiled or unsafe; • have forgotten their face-covering. No pupil should be denied education on the grounds that they are not wearing a face-covering.	Communications with parents and making clear that students should have face-coverings and a spare. Small supply available at reception. Safe wearing of face coverings requires the: • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use • where a face-covering becomes damp, it should not be worn, and the face-covering should be replaced carefully. Staff and pupils may consider bringing a spare face-covering to wear if their face-covering becomes damp during the day. We will instruct pupils to: • not touch the front of their face-covering during use or when removing it • dispose of temporary face-coverings in a 'black bag' waste bin (not recycling bin) • place reusable face-coverings	Some students may not wear a facecovering - refusal, lost or forgotten.	M	Clear signs and communication on face-coverings. Students and staff must wear in communal areas (unless an exemption - will carry pass) and should wear in the classroom (unless there is the ability for social distancing or physical activity taking place). It will be a recommendation for classrooms and we will use our best endeavours in communications with parents and additionally to students (period 1 and briefings) to encourage compliance with the recommendation. Personal responsibility for wearing in the classroom is with the child and parent as the guidance is voluntary and not a legal requirement. Our classroom staff will not challenge students who choose not to wear face-coverings within classrooms. In communal areas staff will challenge students to ensure coverings are worn (and word appropriately). An additional supply of masks will be kept at reception for lost or forgotten face coverings unless an exemption applies (will carry a pass).
Current expectations for clinically extremely vulnerable pupils and staff	Staff and Students who have been notified they are clinically extremely vulnerable have now been advised to shield until 31 March. CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Those living with someone who is CEV can still attend work and should ensure they maintain good prevention practice in the workplace and home settings. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home. Pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19). We will request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.	Strong communication with at risk colleagues has been in place throughout the epidemic along with colleague specific risk assessments. We have copied of CEV letters. LAL and MAN have talked to staff about how they will be supported, including to work from home. We continue to pay CEV staff on their usual terms. We will facilitate that pregnant colleagues from 28 weeks can work from home.	Not identifying a CEV and not informed.	M	LAL and MAN points of contact for all staff to inform of any individual updates in their medical guidance.
Mandatory attendance expectations	School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including: • parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. We are responsible for recording attendance, following up absence and reporting children missing in education to the local authority. The week commencing 8 March, pupils will be offered asymptomatic testing on site. Pupils who consent to testing should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with the phased return arrangements. Testing is voluntary, but strongly encouraged. We will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. We will keep a record of this activity but do not need to record it in the attendance register. We will offer pastoral support to pupils who are: • self-isolating • shielding • vulnerable Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised. We will not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to what we judge to be a genuine illness however reserve the right (as per our attendance policy) to request medical evidence in specific cases. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.	Testing will start the week beginning 1st March. Y7, 8 and 11 will return on 8th March and Y9 and 10 will return on 9th March. During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme. We will use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC. When a vulnerable pupil is required to self-isolate, we will: • notify their social worker (if they have one) • agree with the social worker the best way to maintain contact and offer support Pastoral teams will:	Staffing issues - increased number of CEV staff. Parents or students who are anxious about schools returning.	M	Cover organised for known staff. Staff asked to communicate if they received CEV letters. We will discuss any concerns with parents and provide reassurance on the measures we are putting in place to reduce any risks. Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.
Curriculum expectations	We will ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles are as follows: • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in 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. Informed by these principles, we will meet the following key curriculum expectations: • Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. We will ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, we will consider modifications to our curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. We will create time to cover the most important content in which pupils are not yet secure.	Key Stage 3 For pupils in Key Stage 3 we will consider whether any modification to the curriculum offer is needed to address the most significant gaps in English and mathematics. We will ensure the curriculum remains broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, music and the arts, physical education and sport, SME. Key Stages 4 The majority of pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. Relationships, sex and health education (RSHE): We are required to provide some relationships, sex and health education to all pupils in the	Staff need to be clear on processes in their areas.	M	Updated subject and area specific risk assessments.
Elective home education	We will encourage parents to send their children to school, particularly those who are vulnerable. We will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child's special educational needs. If a parent wants us to admit their child, we will follow our normal processes for in-year admissions applications. Or, put them in touch with their local authority admissions team to discuss how to apply for a school place for their child.	If CWO/LTU feels there is additional cause for concern, they will then consider making a referral to the local authority in line with existing procedures. This will happen as soon as we become aware of a parent's intention, or decision, to home educate. CWO/LTU will work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child. We will direct parents to the advice on understanding what EHE is.	More parents may wish to consider EHE if they are anxious about students returning to school.	M	Good communication parents and pupils who are anxious about returning to school with pastoral teams.
Exams	Exams GCSEs, A and AS level exams will not go ahead this summer as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards. Further detail will be published shortly, now that the consultation on this has closed.	More information and planning based on Ofqual guidance.	Further assessments required to ensure there is a range of evidence. Mocks are a strong foundation.	M	Additional exam series to catch up on missed exams in core subjects.

PREVENTION

- 1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school.
- 2) Where recommended, the use of face-coverings in schools.
- 3) Clean hands thoroughly more often than usual.

- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).
- 8) Always keeping occupied spaces well ventilated.
- 9) Engage with the NHS Test and Trace process.

- 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 11) Contain any outbreak by following local health protection team advice.

CHANGES TO GUIDANCE INCLUDE:	System of controls: actions that schools must take:	Control Measures	Risk to Implementation	Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Attendance	During the period of national lockdown we will remain open to vulnerable children and the children of critical workers only (see list in Links section). All other pupils will receive remote education. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school. Attendance will be recorded on the register. We will follow up on absences of the pupils who are expected to be in school (students services, company teams, SEN team and Director of Welfare) but where a parent wishes for their child to be absent, we will authorise the absence during this national lockdown period. Absence will not be penalised.	System in place for applications for places based on 1) keyworkers 2) EHCP 3) vulnerable. 1) LAL - application only and evidence collected 2) KBT - application and proactive (calls to all families/ risk assessment for those at home) 3) LTU - application and proactive (calls to all families/ risk assessment for those at home). Students will be in "bubbles" in school and there will be minimal changes of groups (reviewed weekly and not within a week). Breaks will be staggered - Y7 and 9 together; Y8,10 and 11 together. We will use the computer rooms where students will face inwards rather than face to face; staff maintaining distance from pupils and other staff as much as possible.	Large numbers of keyworker applications - some of them not eligible. Concerns that some of EHCP and vulnerable have not taken up places offered. Positive cases of Covid will result in whole room isolating until testing is fully implemented.	M	Keyworker - evidence collected and assessed by LAL. Risk assessments for those vulnerable (LTU) and EHCPs (KBT) not taking up places and regular (weekly) contact with home. Testing will enable students who are positive contacts to be in school if consent has been given.	M
Testing	We will conduct lateral flow testing for • initial testing of vulnerable children and children of critical workers who are on site (two tests, three to five days apart), weekly testing of staff who are on school and college sites; daily testing of close contacts of positive cases in schools and college as an alternative to self-isolation.	Please see risk assessment at the link.	Lack of testing equipment or PPE. Staffing issues if there staff absence.	L	Large team trained so multidisciplinary roles if staff absence.	L
Workforce	PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. All staff attending school should follow the system of controls (see controls tab) to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing. Leaders will explain to staff the measures the school has put in place to reduce risks. Leaders will discuss any concerns with staff, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, and discuss any concerns individuals may have around their particular circumstances and explain the protective measures in place. Staff who are clinically extremely vulnerable will work from home. Those living with someone who is clinically extremely vulnerable can still attend work. Staff who are clinically vulnerable can continue to attend school and will be advised to take particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' tab. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents. People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings. Staff (and students) who are pregnant are in the 'clinically vulnerable' category and will be advised to follow the above advice, which applies to all staff in schools. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the 'Prevention' tab to minimise the risks of transmission. Pregnant women are not advised to be vaccinated against COVID-19. Pregnant women after 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). Staff who may otherwise be at increased risk from coronavirus (COVID-19) due to particular characteristics can attend school and so can people who live with those who are clinically vulnerable or clinically extremely vulnerable. During the period of national lockdown, we will continue to provide meal options for all pupils who are in school. Meals will be available free of charge to all pupils who are eligible for benefits-related free school meals who are in school. We will also continue to provide free school meal vouchers to pupils who are eligible for benefits related free school meals and who are not attending school. No visits will take place during this period.	CEV staff will work from home. CV staff who were shielding in the first lockdown and pregnant staff have individual risk assessments. SMR/MAN/LAL - available to discuss any concerns with staff including their personal circumstances. See controls in main risk assessment.	Numbers of staff in school may lead to increased transmission.	M	Rota for staff so that teachers and TAs can work from home to follow their online timetable for part of the week.	L
Free School Meals						
Educational visits						
Remote education	Key Stages 3 and 4: 5 hours a day of remote learning - students will follow their usual period 2 to 6 timetable. We will 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 so that pupils can progress through the school's curriculum • use google classroom for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. • overcome barriers to digital access for pupils by: distributing school-owned laptops accompanied by a user agreement or contract and providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication (teachers and company) to keep pupils on track or answer questions about work. • have a central engagement log for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern • SAL is the senior leader with overarching responsibility for the quality and delivery of remote education, including the provision meets expectations for remote education • we will publish information for pupils, parents and carers about our remote education provision on our website by 25 January 2021	Student engagement may be low for some students. Student welfare also a concern.	H	Clear system for engagement monitoring and use of Connect (STM). Calls by pastoral teams (CWO). Monitoring of remote learning (SAL). Provision of IT (STM). Provision of paperpacks (SDE).	M	
Accountability expectations – including inspections, exams and assessments	We will stay up to date with all announcements from DFE, PHE, Ofsted, Ofqual and the exam boards. We will share all relevant information with staff, students and parents.					

Section 1: Public health advice to

Section 1 Oversight: MAN LAL

Theme	Guidance
a requirement that people who are ill stay at home	Ensuring that students and staff do not come into school if they have COVID-19 symptoms - high temperature, a new, continuous cough and a loss or change to your sense of smell or taste; or have tested
robust hand hygiene	Ensure that students clean their hands regularly with soap and running water or hand sanitiser when they arrive at school, when they return from breaks, when they change rooms and before and after eating.
robust respiratory hygiene	Ensure enough tissues and bins available in the school to support students and staff to follow the "catch it, bin it, Kill it" approach. Face coverings are required in communally used areas of the school by
enhanced cleaning arrangements	We will put in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms/ shared area that are used by different groups; frequently touched surfaces
active engagement with NHS Test and Trace	We will engage with NHS Test and Trace as necessary and Public Health England health protection team (PHE Surrey and Sussex Health Protection Team (South East)).
formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable	Do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The emphasis will be on year group bubbles and distancing in particular between students and staff but students will be encouraged to keep their distance within groups.

System of controls: actions that schools must take:

Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
Prevention: minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Share guidance with parents/ carers and staff on symptoms that mean the family needs to isolate or be tested and students or staff will not attend - weekly bulletin/update. Pupils, staff and other adults must not come into the school if: • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test They must immediately cease to attend and not attend for at least 10 days from the day after: • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) If any child becomes unwell with a new, continuous cough, high temperature or self stated loss of taste/smell then an email will be sent to the main office to inform duty of the situation. Duty staff will attend and ask the child to go to the isolation bathroom (by the medical room). The window in this room will be opened to maximise ventilation. There they will be seen by a first aider and sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 10 days. If any adult becomes unwell with a new, continuous cough or a high temperature then if well enough they will email the main office to inform duty of the situation and if found unwell by another member of staff they will email the main office on the sick colleagues behalf. They will go to the isolation bathroom (by the medical room). There they will be seen by a first aider and sent home	Parents and carers may not be aware that the child has symptoms. Symptoms can come on during the school day for both staff and students.	H We will review any updates daily and update our processes accordingly.	M
clean hands thoroughly more often than usual	Additional sanitiser stations in key external areas to facilitate hand washing on entry to school and after break times. Hand wash guidance posters on display in all wash areas and toilets. Ensure students clean/sanitise their hands regularly throughout the day, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Students advised to bring with them and frequently use, personal hand sanitiser.	Managing large numbers of students through this process, social distance within the queue. Students not washing their hands.	M Duty staff at each sanitiser station, queue management in place where required. Regular reminders to students from school and home and notices around the building.	L
ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Students will be asked to bring tissues with them daily, bins available in each room. 'Catch it, bin it, kill it' message displayed throughout the school. Face coverings are required by staff and students in communal areas. They will need to provide their own. It will not be necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they can inhibit learning. Wearing a mask does not remove/reduce the need for social distancing.	Students do not bring tissues with them, catch it bin it kill not followed	M Spare tissues on site, clear communication to support the 'Catch it, bin it, kill it' message - this will be reinforced through communication	L
introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach	Additional four contract cleaners on site to ensure regular in day cleaning of touch points and toilets. Whilst different bubbles do not require their own toilet they will be allocated a main toilet area. Students will be encouraged to clean their hand thoroughly after using the toilet. Cleaning sprays available for our staff in communally used work areas to wipe down their work stations as required.	Absence within the cleaning team. Areas missed, not cleaned to an acceptable level.	M Site team to support if required, Churchill mobile cleaners available if needed	L
minimise contact between individuals and maintain social distancing wherever possible	Year group bubbles will have allocated areas within the school and staff will move to them. Where possible year group bubbles will be kept apart from other year group bubbles due to location, staggered arrival and departure times, different entry and exit points, staggered breaks in different locations. Specialist teaching rooms will be used as appropriate but theory lessons will be taught in the bubble base. Teachers will move to the students. Markings and one way systems will remain in place around the school. Communally used staff areas will be reconfigured. Classrooms will be reconfigured to be front facing and practical subjects will have a separate risk assessment. There will be limited sharing of equipment with sanitisation where necessary. Adults will maintain 2 metre distance from each other and from children. Where possible students will be side by side and facing forwards. Large gatherings will be avoided where practical possible. Assemblies will only be for a maximum of half the year group and will never mix different bubbles. Morning briefing will take place via briefing notes or online. Staff will have staggered break and lunch times as they will take their breaks at the same time as their classes. Students, weather permitting, will be outside at social times in designated bubble areas and not mixing with other bubbles (staggered break and lunch).	Some specialist rooms, e.g Art have tables for groups that are immovable and students would not be forward facing. Some students with EHCPs will find social distancing difficult. Specialist rooms will be used by different bubbles.	M Minimise face to face contact. EHCP students will be supported as normal and reminded about social distancing. All practical subjects and areas of the school such as the LRA and canteen will have a risk assessment.	L
where necessary, wear appropriate personal protective equipment (PPE)	PPE will be worn where an individual child becomes ill with coronavirus symptoms whilst at school and a distance of 2 metres cannot be maintained. PPE will also be worn in the Lateral Flow Testing Centre.	Stocks of PPE need to be maintained	M PPE stocks will be reviewed and maintained.	L
Use of face coverings in school	Face coverings should be worn by all students and staff in communal areas, guidance for the correct wearing of face coverings must be followed when putting on or taking off. Face coverings can be worn in classrooms by students and staff if they choose	Students not complying without good reason	M Compliance will be monitored, contingency supplies of face coverings are in place to support if needed. All staff will pro-actively encourage the use of face coverings	L
Response to any infection: engage with the NHS Test and Trace process	Anyone that displays symptoms of coronavirus can and should get a test. Tests can be booked online through the testing and tracing coronavirus website, or ordered by NHS 119. We will ask parents to inform main office of the test result. Negative tests results - return to school if the staff or student feels well and other members of their household can stop self isolating. If the test is positive then they will continue to self isolate for 10 days and then return to school if they do not have symptoms other than a cough. Other members of their household should continue self-isolating for the full 10 days.	Concerns that a parents may not get their child tested.	M We will issue home testing kits to parents/ carers when they are supplied to us in the autumn term if they are collecting a child who has developed symptoms at school in situations where that will increase the chances of a test being conducted.	L
manage confirmed cases of coronavirus (COVID-19) amongst the school community	MAN will contact PHE who will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious. This team will contact us if they become aware that someone who has tested positive for coronavirus attended the school - as identified by NHS Test and Trace. Anyone in close contact will be asked to self isolate for 10 days. Close contact means within 1 metre face to face for any length of time or if not face to face longer than a minute; within 1 to 2 metres for more than 15 minutes; travelling in a car with the person. The health protection team will provide a template letter for us to send to parents and staff and we will not share names or details of the people with coronavirus unless essential to protect others. Household members of the contacts will not need to self isolate unless the student or staff member develops symptoms. If the student or staff member develops symptoms they must get a test. They must remain in isolation for the original 10 day period if negative and if positive for 10 days from the onset of their symptoms (and their households for 10 days). We will not collect evidence of negative test results.	Ensure that we find out everyone that has been in contact. Multiple staff self isolating will have cover implications.	H We will keep records of students and staff in any groups. We will need to ensure we have capacity in staffing and partially close or close if necessary. Movement to distance learning for some or all students.	M
contain any outbreak by following local health protection team advice	If we have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected we will work with our health protection team. They will advise if additional action is required. This may mean a larger number of students self isolate - whole year group bubble or whole school. A mobile testing unit may be dispatched to test others who have been in contact with the person has tested positive.	Multiple staff self isolating will have cover implications and the school may not be able to be fully open.	H We will keep records of students and staff in any groups. We will need to ensure we have capacity in staffing and partially close or close if necessary. Movement to distance learning for some or all students.	M

Section 2 Oversight: CWO/ JFU/ MAN/ LAL

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school	N/A - our students are not transported to schools on school/county provided school transport. In relation to public transport ensure guidance has been highlighted several times to parents/carers.	Some may use public transport	L	Guidance in assembly and reminders to parents/carer specifically linked to the published national expectations on face coverings and public transport (trains/buses).	L
handwashing at key times (identified to include arrival at school, post use of toilet, post break/lunchtime)	Additional hand sanitising facilities in place at key entry points into the school. Duty staff will monitor and remind students of expected routines/expectations. Sanitiser points to be provided in key locations across the school/in bubble zones. Students to be asked to provide small bottle of personal use sanitiser with them + tissues in school every day.	duty staff not being present/understanding their role. Student's not following hand-washing/sanitising expectations on arrival/during the day.	M	Updated statutory and lunch duty staff briefing. Duty staff team briefings. Student's will become used to process' if set up well and delivered consistently in first few days; this will then reduce risk, save time/work better in future weeks.	L
additional cleaning of vehicles	We plan to have no minibuses use.	None	M	Ensure that all minibuses users are informed and PE/Drama/ D of Eare all fully aware.	
managing student entry to the site - organisation of arrival onto site, queueing, handwashing and entry into the building	Clear instructions to parents/carers/students specific to arrival to and departure from site through a variety of media/mechanisms and conveyed more than once. Video, letter, signage on site, markings on the ground.	parents/carers/students not reading and/or engaging with instructional messages	M	Duty staff system in place, led by senior staff but with all other staff briefed to ensure systems/approaches are followed in relation to queuing/social distancing. Reminders will be sent to parents.	L
the minimising of vehicle traffic on site with student's getting out close to others queueing for entry	Instructions to all parents/carers, signage and reminders, not to come onto site in private vehicles	parents/carers/students not reading and/or engaging with instructional messages	L	Duty staff to monitor parent/carers adherence to new rules / organisation.	
Use of face coverings in the classrooms for secondary age pupils and staff	Face-coverings should be worn by adults and pupils at all times in non-classroom settings within the building. This includes when moving around the premises (corridors, communal areas, e.g. canteens and toilets, where social distancing cannot easily be maintained. Face-coverings do not need to be worn by pupils when outdoors on the premises. Until Easter face-coverings are recommended to be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face-covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. These measures will be reviewed at Easter. Transparent face-coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face-coverings in schools or in public places. Face visors or shields should not be worn as an alternative to face-coverings. Some individuals are exempt from wearing face-coverings. This applies to those who: • cannot put on, wear or remove a face-covering because of a physical impairment or disability, illness or mental health difficulties; • speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate. We will have a small contingency supply available for people who: • are struggling to access a face-covering; • are unable to use their face-covering as it has become damp, soiled or unsafe; • have forgotten their face-covering. No pupil should be denied education on the grounds that they are not wearing a face-covering.	Communications with parents and making clear that students should have face-coverings and a spare. Small supply available at reception. Safe wearing of face coverings requires the: <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use • where a face-covering becomes damp, it should not be worn, and the face-covering should be replaced carefully. Staff and pupils may consider bringing a spare face-covering to wear if their face-covering becomes damp during the day. We will instruct pupils to: <ul style="list-style-type: none"> • not touch the front of their face-covering during use or when removing it • 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 • wash their hands again before heading to their classroom. Staff, where they personally judge that they are able to maintain a 2m distance from students during classroom lessons, have the personal choice to wear a face-covering or not. We recommend that in all situations where staff are within 2m of students or other staff (for any length of time and whether or not others are wearing masks) that staff wear a face-covering. 	Some students may not wear a facecovering - refusal, lost or forgotten.	M	Clear signs and communication on face-coverings. Students and staff must wear in communal areas (unless an exemption - will carry pass) and should wear in the classroom (unless there is the ability for social distancing or physical activity taking place). It will be a recommendation for classrooms and we will use our best endeavours in communications with parents and additionally to students (period 1 and briefings) to encourage compliance with the
Wider public transport - points to consider for LA / Trust:					
urgently work with schools to survey parents on their typical routes to school and potential alternatives	Information to be collated from SIMS regarding travel to and from school. Government advice shared with all parents / carers.	Inaccurate picture of students who may be affected. Parents/carers/students not reading and/or engaging with instructional messages	M	Letters to parents in advance of September & clear guidance shared in assemblies . JFu/CWO	L
consider a range of options for shifting demand for public transport onto other modes	Parents to be to ensure children walk or cycles to school. Appropriate social distancing measures in bike compounds. Our students use multiple means; not reliant on one key bus route.	parents/carers ignore requests/guidance	M	Letters to parents / carers to remind them of the rules regarding safe travel on public transport. JFu/CWO	L
consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term	Parents will be strongly discouraged and requested not to come onto site at any time (pedestrian or vehicles)	parents/carers ignore requests/guidance	M	Communication with parents to clarify expectations. JFu/CWO	L
Attendance					
- the usual rules apply from September:					
parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;	Continue with attendance policy in place, first day calls, briefing re expectations out in start-to-term letter	Parents do not comply with government instruction. Key staff within companies + JNa don't follow processes in place. Processes are over complicated and don't work.	H	SDa & SDe lead on all processes and check/log actions via fortnightly minuted meetings. Company LMs hold Company Leaders to account.	M
the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct	SDa to check on processes/protocols with LA	Staff and LA don't follow up in a timely and efficient way	M	SDa & SDe lead on all processes and check/log actions via fortnightly minuted meetings. Company LMs hold Company Leaders to account.	L
Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the DfE expects schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity.	Google classrooms, existing resources and a full suite of learning support materials will remain accessible to students (if they are well enough to engage with them). Any further provision will be dealt with on a case-by-case basis and co-ordinated by company leader.	Key staff (company) are unaware of particular student's medical situations	L	incorporate this consideration point into first day calls structure (by company PMs). Ensure JNa flags specifically to company teams when this issue has been raised/suggested by parent/carers	L
Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.	This is in place already via company company teams. Targeted contact taking place w/c 6th July and will continue. Training has been given during the summer term to pastoral teams/company leaders specifically on the theme of recognising and reducing anxiety and worry.	Students/families don't self identify as anxious and become introverted/avoiders of school. Staff don't recognise and act on this quickly enough.	L	Ensure early, and regular review of absenteeism in timetabled attendance meetings coordinated by SDa as a central point of leadership. Consider (if need arises) student/individual specific risk assessments to reduce personal worry/concerns (MAN to lead)	L
School workforce					
Arrangements for staff who are clinically vulnerable or extremely clinically vulnerable	Staff who have been notified they are clinically extremely vulnerable have now been advised to shield until 31 March CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Those living with someone who is CEV can still attend work and should ensure they maintain good prevention practice in the workplace and home settings. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.	Strong communication with at risk colleagues has been in place throughout the epidemic along with colleague specific risk assessments. We have copied of CEV letters. LAL and MAN have talked to staff about how they will be supported, including to work from home. We continue to pay CEV staff on their usual terms.	Not identifying a CEV and not informed.	M	LAL and MAN points of contact for all staff to inform of any individual updates in their medical guidance.
Arrangements for pregnant staff	Pregnant women fall into the clinically vulnerable category and will be expected to maintain social distancing. Pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19).	Social distancing may be difficult for some staff and students. Individuals/leaders not knowing of pregnancy.	M	Personalised risk mitigation plans will be in place. The school will support any medical advice given. Female staff reminded to let LAL/SMr know ASAP. We will facilitate that pregnant colleagues from 28 weeks can work from home.	L
Arrangements for staff who may otherwise be at increased risk from COVID-19	Some people with particular characteristics may be of comparatively increased risk from coronavirus.	Additional measures may need to be accommodated. Unclear evidence as yet why this group of staff are potentially at higher risk.	M	Personalised risk mitigation plans will be in place. The school will support any medical advice given.	L
Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance, mental health 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.	Measures will be explained to all staff before the end of the summer term, as necessary in advance of the start of term and on the first day of the Autumn term All staff will have the opportunity to read the risk assessment and ask any questions that they may have. Healthshield is available to staff. SMR and LAL will meet any staff that are returning to work after shielding in the summer holidays to support them to see the school and share any anxieties. We will signpost to the extra mental health support for pupils and teachers that is provided by the DfE. We will signpost to the Education Support Partnership free helpline for school staff.	Moving around school may be difficult for staff and could result in unsettled starts to lessons. The new timings with staggered start and breaks and end of day timings may be complex for some staff to understand. Increased numbers of children changes made to minimise the working patterns to minimise the risk of infection and working hours may initially be challenging for some staff.	M	Duty staff will be deployed to support at lesson change over. Staff will need support with trays for books in the rooms that they teach the students in. Wheely trolleys can be purchased to support staff with moving their equipment. Staff will be signposted to appropriate support. Staff to see line manager, LAL/MAN/SMR with any concerns. Rotation/day structure sheets will be provided to all staff in all classrooms and around the school to show start/finish time to all lessons/break/days for each year group.	L
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.	Plans to respond to increased sickness levels are in place. Cover arrangements will be determined on a weekly rather than daily basis to minimise contacts. Senior Leaders will be redeployed to support if other members of the team are incapacitated: Staffing: SMR LAL (CWO); Students: CWO JFu SDe; Teaching: SAL CRU (STM); Premises: MAN (JPI); Finances: JDO/NRO.	A number of cases of COVID could reduce staffing as staff who have been in contact will need to self-isolate. Another risk could be staff being contacted and told to self-isolate under the track and trace system.	H	Keeping up-to-date information on staffing and responding to changing situations. Our own learning supervisor team and casual supply staff. Strong links with supply agencies. Projections to know when we may need to move to partial or full school closure. Additional staffing has been put in place.	M

Deploying support staff and accommodating visiting specialists					
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.	Teaching Assistants will be deployed to support students across bubbles. We will be adopting the guidance on making the best use of teaching assistants from the EEF. KBT will be training staff in the autumn term. We will only deploy support staff flexibly in the classroom in an emergency, e.g. a teacher has become ill during the lesson. Visiting specialists will be accommodated to work with students.	TAs may have difficulty with moving between areas and the different timings.	M	KBT to complete individual timetables to include the timings. TAs to see KBT with any concerns. TAs to be provided with a rotation/day structure sheets will be provided to all staff in all classrooms and around the school to show start/finish time to all lessons/break/days for each year group.	L
Recruitment, supply teachers, peripatetic teachers					
Recruitment should continue as usual. Where possible initial stages of interview will be completed remotely	We will continue to recruit if new vacancies arise.	Short notice periods for some associate staff.	L	Recruitment will continue as normal.	L
When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance keeping children safe in education. From the start of the autumn term checks reverted back to being carried out in person.	JDO will continue to administer safeguarding checks	JDO is familiar with safeguarding checks.	L	PPO could support.	L
Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.	Supply staff will be briefed on our procedures. Main agencies will also have our risk assessment	Lots of new supply staff if we have lots of absence. Low numbers of supply staff available if they are unwell. Supply staff do not follow procedures.	L	where possible use our "known" key supply staff who are used to school systems / routines / expectations.	L
Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible.	This will be kept to a minimum and procedures will apply	We would need to be notified of positive cases or outbreaks in their other schools.	L	Track and trace would be used. Supply agencies would inform us.	L
Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.	All supply staff and peripatetic teachers will be expected to read our risk assessment and adhere to our arrangements to manage and minimise risk.	We would need to be notified of positive cases or outbreaks in their other schools.	L	Track and trace would be used.	L
Expectation and deployment of ITT trainees					
Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question.	Trainees will be welcomed to our school in September from the SCITT and Universities. The partnership agreement will detail how risk will be managed. Trainees will read our risk assessment and adhere to our arrangements to manage and minimise risk.	SCITT trainees will be moving between their placement school and their training at DHS on a Friday.	L	They will be based in the Research Centre and U04L and will respect and adhere to our social distancing processes. Some of the SCITT training will move to online for Friday sessions.	L
Staff taking leave and quarantine					
The government has set a requirement for people returning from some countries to quarantine on their return. We will continue to discuss leave arrangements with staff before the end of the each term to inform planning for the next. 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.	Staff will need to be available to work in school from the start of the autumn term. SMR will ask staff to let her know if they are planning to travel towards the end of the summer holiday. They will be advised to leave a 14 day quarantine period in place so if their return travel arrangements are disrupted due to coronavirus they can still be back in school.	Staff could be prevented from travelling home due to a local lockdown.	M	We will need to temporarily amend working arrangements so the staff member can work remotely.	M
Safeguarding					
Volunteers: under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.	Currently no plans to have volunteers on site	Individual staff are unaware of school-wide approach in terms of volunteers and persons arrive (with no notice) on site.	L	Brief reception as to how to identify this situation and actions that are required - person(s) expected to wait in reception (or outside) until leader contacted and takes charge.	L
Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils.	This has been done/updated specifically in relation to the position regarding Covid (summer term 2020) and done again following KCSIE release on 1 September 2020. We will continue to extend the training of key staff (pastoral specialists) in key areas of community/situation specific Child protection training - through the new EduCare training package which is in place as of July 2020.	Staff are not aware of "what to potentially look for" or "key questions to ask". Key staff are not aware of key signs to look for, what to do, who and how to contact key CP staff.	L	KCSIE - mandatory staff training in early september 2020 (when new staff are in school as well) will cover CP policy updates as well as updated KCSIE. Completion will be mandatory (with quiz) and tracked. Updated CP staff poster in place for Sep 2020, key CP staff to introduce themselves at Sept inset.	L
Catering					
We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.	Harrisons catering will be operate from the start of term. They will adapt their menu to decrease queue time. Staff shifts will need to alter to accommodate staggered breaks. During restricted opening there will be a reduced service.	Harrisons catering staff unable to amend shifts, queues are too slow moving and not all students are served. Increased invoice cost from Harrisons	M	Menu has been adapted with a focus on speed of service, main meals will be pre-boxed to reduce service time further. Break schedules can be accommodated within current schedules with minimum change. Only two service areas will operate - Main hall and Pavilion	L
Estates					
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. We also do not think schools will need to deliver any of their education on other sites because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use. Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances.	New hand-washing facilities built and operable from the start of the autumn term. Where possible different bubbles entering the building at different locations. Sanitizer points in key locations (Bubble zones) across the school with supporting signage to direct their use. In multi-bubble use specialist classrooms enhanced cleaning/sanitising processes in place specifically focused on the cleaning of common touch points between use.	Students do not wash/sanitise their hands upon entry, supervision would be very challenging due to the spread of washrooms and number of students. Social distancing would not be maintained with large volumes washing/sanitising hands in a short space of time	H	Temporary sanitiser stations have been installed at the three identified entry points. Sanitising on entry will be supervised and managed by duty staff. These wash stations will also be used after break and lunch to support hand washing prior to returning to bubbles	L
All the usual preterm building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease.	The site will be occupied throughout the summer, all statutory checks are planned or have taken place.	Contractors cancel planned visits, second spike forces site to close	M	Additional local contractors can be brought in at short notice to action core legal checks. All members of the site team can complete locally controlled checks	L
Once the school is in operation, it is important to ensure good ventilation. In classrooms, it will be important that schools improve ventilation, (for example, by opening windows).	All classrooms have windows that can be opened, staff will be encouraged to open windows whilst the room is in use. On hot days the roof vents will be open.	Staff do not open windows, Cold weather becomes a barrier.	M	Spot checks on windows by duty staff, heating may need to be used earlier to mitigate cold air from open windows. We have up-graded heating systems, they are now very efficient.	L
Educational visits					
We continue to advise against domestic (UK) overnight and overseas educational visits at this stage	No International visits are planned for this academic year. Planned residential trips have been postponed.	N/A	M	No overseas visits to run in 2020-21.	L
In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.).	Any potential visits to be thoroughly risk assessed and suitable precautionary measures enabled. Essential curriculum visits would be prioritised.	Poor hygiene or inconsistent application of preventative measures by venue. Students failure to adhere to precautions or instructions from staff.	M	Reviews on domestic visits to Hampton Court, Chichester and Nuffield Theatre and to follow Government guidance on visits.	L
Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.	PE curriculum adjusted to maximise outdoor activities in Autumn term.	None - school has more than adequate external space to support curriculum delivery on site.	M	N/A	L
School uniform					
We would encourage all schools to return to their usual uniform policies in the autumn term. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.	Uniform expectations will be re-established from September 2020. Comprehensive instruction and guidance issued to parents / carers through July & August, supported by instructional video (JFu). Students will attend school in PE kit on days where they have timetabled PE lessons.	Failure of students to adhere to expectations.	M	Fortnightly check in with two main suppliers- Broadwater Sports and First 4 Uniform. Multiple communications with parents/carers over the summer regarding uniform and expectations for the Autumn term. Opportunities given for Q&A contact with key leaders by parents/carers. Year 7 new-starters parents given separate-increased opportunities to speak with staff prior to the start of term.	L
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.	Company teams to support 'most in need families'. Uniform stocks have been replenished and an amount of uniform is available support most in need.	Unforeseen supply issues with local providers. Parental demand is in excess of available spare uniform.	M	Advance phone calls checks made by Company Teams with most vulnerable students ahead of Summer break.	L
Extra-curricular provision					
Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.	Enrichment will be reduced and any activities will be in line with our procedures. Breakfast canteen service ceased initially due to inability to separate differing year groups.	Students cannot mix across bubbles.	M	If any activities is offered it will be in year group bubbles.	L
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.	Appropriate plans created to ensure that any provision is delivered adhering to guidance in year group bubbles in Drama, Music, PE.	Access to facilities may create issues for cleaners and their additional cleaning regime. Cleaning staff not understanding/following the specific time slots to clean individual common-use spaces e.g. canteen tables	M	Extra curricular provision to be re-evaluated in September in line with guidance. Check-ins with cleaning team leaders to ensure that processes are being followed	L
As with physical activity during the school day, contact sports should not take place.	No contact sport fixtures / training will be offered in extra curricular provision.	Students not adhering to non contact / instructions, becoming overly competitive.	M	Non contact sport restrictions to be reviewed in line with National Governing Body recommendations for return to competitive format of the sports.	L

Section 3: Curriculum, behaviour and pastoral support

Section 3 Oversight: LAL SAL JFU CWO

Theme	System Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
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.	In september all students will return to school and follow their normal timetable. Curriculum areas have all made changes as required to ensure that any learning gaps are identified and addressed. Teachers have been provided with guidance about adapting their practice for 'recovery teaching'	Variability in the implementation of these teaching approaches across and within curriculum teams.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as appropriate	L
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.	No subjects are being dropped and the full curriculum is being taught.	Staff absence could potentially impact the implementation of the curriculum in key areas.	M	If this happens, timetables will be rearranged and alternative staffing arrangements sought to address the specific issues.	L
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.	Google classroom is now embedded and all teachers/students are used to using this. It is available be used whenever there is restricted attendance at school.	New Y7 students will have had varied experience of Google Classrooms - and some may not have used it at all.	M	IT team to set up Y7 for Google Classroom in September and instruction resources prepared (e.g. videos, ready to be mobilised with parents and students if required.	L
Curriculum - key expectations:					
Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects. Schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading	Curriculum leaders have made necessary adjustments to the curriculum to ensure key topics are prioritised. DEAR will be integrated into period, as and when the staggered starts to school allow.	Inconsistent implementation of adaptive curriculum within curriculum teams.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as required.	L
Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.	Curriculum leaders have made the necessary adjustments to the curriculum to ensure that key topics are taught and any learning gaps are identified and addressed.	Inconsistent implementation of adaptive curriculum within curriculum teams.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as required.	L
Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary testing systems.	A range of assessment strategies have been planned by Curriculum Leaders (a) Standardised summative assessments to assess learning gaps early in the autumn term (these could well be adapted versions of existing assessments); (b) ongoing formative assessment by teachers, informed by what they recorded in terms of weak spots during lockdown; (c) Google quiz to assess gaps in classes/year groups.	As always with assessment (summative and formative) there is a risk that the information gathered is not effectively used to inform future planning for teachers.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as required.	L
Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.	All the systems and process are already set up for remote learning, via Google classroom. We could pivot back into this delivery rapidly if needed. The resources that have been produced during lockdown e.g. Loom videos, can be used as an intervention, for students to use at home - in a targeted way for identified learning gaps. https://durringtonhighschool.co.uk/remote-learning-covid-updates/	New Y7 students will have had varied experience of Google Classrooms - and some may not have used it at all.	M	IT team to set up Y& for Google Classroom in September and instruction resources prepared (e.g. videos, ready to be mobilised with parents and students if required.	L
Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best the interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.	There are no plans to do this currently, but this will be reviewed in the autumn term.	NA	NA	NA	NA
Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.	The RHSE curriculum is planned for delivery in Sept 2020.	The teaching of the RHSE curriculum might not be implemented with fidelity across the whole teaching team. We may have missed some key areas for certain year groups during lock down.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as required. Audit of any elements of relationships and sex education that have been missed and catch up plans in place to deliver.	L
Specific points for early years foundation stage (EYFS) to key stage 3					
For pupils in key stage 3, the curriculum should also 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 sciences, languages, humanities, the arts, PE/sport, RE and RSHE. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.	Our broad and balanced KS3 curriculum will be delivered to Y7-9 students as planned in September. Transition lead to contact KS2 leads to identify specific topics in English and maths & SME that would benefit from being explicitly covered in Y7.	Variability in the quality of information received from KS2 teachers.	H	Transition lead to be specific about the information that is required.	M
Specific points for Key Stages 4 and 5					
The vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects.	Key stage four students will all be starting/continuing their full suite of GCSE subjects in September 2020.	Some students may have been severely and adversely affected by the lockdown and for their well-being it might not be appropriate to continue with all of their subjects.	H	Individual student courses will be reviewed as appropriate.	L
In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject. School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing.	Following the mock exams in December 2020, leaders will review the subject entries for all students, based on student progress and well-being by Jan 21.	Some students may have been severely and adversely affected by the lockdown and for their well-being it might not be appropriate to continue with all of their subjects.	H	Individual student courses will be reviewed as appropriate.	L
Schools are expected to review any plans for early entry among year 10 pupils in summer 2021.	No current plans for early entry	NA	NA	NA	NA
Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.	The Performing Arts department have carried out a full risk assessment including a range of control measures, including moving singing in the curriculum until later in the year and not allowing face to face performances of students.	Students not complying with instructions.	H	Teachers will be highly vigilant to this and intervene accordingly.	M
Physical activities					
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 groups, and contact sports avoided.	Key stage 3 & 4 provision will be shaped around AFPE and Government advice and guidelines. Contact sports will not commence and use of equipment/facilities organised where possible in line with bubble approach being sanitized/cleaned in line with guidelines	Inconsistent implementation of expectations across staff team. Cleaning of equipment not completed in line with expectations.	M	Contact sport / fitness suite activities removed from curriculum map for all year groups.	L
Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.	Curriculum map adjusted to include additional outdoor activities such as athletics. National guidance will be used in relation to what can/can't be done within different sports/venues. Pupils will use changing facilities (with additional guidance from staff/signage and sanitization/cleaning processes in place). Toilet facilities in chaing rooms will not be used.	Students not complying with staff instructions and being overly competitive or failing to adhere to rules.	M	Increased number of appropriate outdoor activities added to curriculum map for KS3 & KS4	L

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.	No additional external coaches to be engaged or be included in Autumn term provision. Area association leagues and competitions to be suspended. Any extra curricular provision, where possible, to be offered in year group bubbles, on separate year group evenings to avoid mixing or crossing bubbles.	Unavailability of facilities due to staggered lunch times and supervision set against lessons being taught.	M	No external coaches or providers engaged in autumn term.	L
Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.	Activities to be included in KS3 and KS4 curriculum plan for Autumn term. LWT to advise. Lunchtime activities to be considered in line with available space and facilities. Where assessed to be safely possible (benefits outweighing potential risks) we will continue with whole school/year group challenges	Unavailability of facilities due to staggered lunch times and supervision set against lessons being taught.	L	Well being & PE team to source appropriate active lunchtime activities as facilities allow.	L
Catch-up support					
This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools . For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs.	The AHT (Intervention & Progress) will be exploring this in the autumn term and putting together a targeted plan to implement as early as possible.	Capacity to lead the interventions.	M	This will be monitored and reviewed accordingly	L
Alongside this universal offer, we will roll out a National Tutoring Programme, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.	The AHT (Intervention & Progress) will be exploring this in the autumn term and putting together a targeted plan to implement as early as possible.	Availability and quality of tutors	M	This will be monitored and reviewed accordingly	L
1:1/small group provision	will only take place within year group bubbles, a suitably large room/facility will be required, leading member of staff will take responsibility for wipe/down pre and post use. Location is suitable i.e. does not take students into another "bubble's" area/zone of the school.	member of staff leading doesn't follow guidance. Lack of room facilities to timetable the provision within bubble zones.	L	Look at 1:1/small group provision required and assess feasibility of this working	
Pupil wellbeing and support					
Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: 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	Graduated approach to wellbeing in place for student return led by company teams and key staff groups within school (STm/LWt/LWo - Disadvantaged, LWt/SDa events, CWo/LTu wellbeing). Companies R,A,G priority lists to be kept live (Red receiving highest contact/support). Class, Company, Year group and School-wide challenges adapted to be workable in new conditions. Pastoral managers and company teams, where possible spend more time deliberately checking-in with tutor groups/individuals. Students will be encouraged to book "catch-up" slots with company staff via email - this to minimising bubble mixing. Time within P1, on orientation and also planned for company team meetings, targeted at re-establishing social-engagement and supporting wellbeing.	Staff time is pulled away from core tasks. No deliberate strategy in place by company teams leading to (student's/groups) being missed.	M	Briefing and specific instructions/protocols for all company teams to follow. Tutoring and knowing each student will become a common line management agenda item for all CL and LMs (notes to reflect this)	L
Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider 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.	A more focussed, team orientated and frequent process will be in place linking LTU/CL/PM as a stronger team around the most vulnerable children. Initial group to include CLA and Students with a Social Worker	We don't have an accurate/up to date list of the most needy students.	M	LTU to do a sweep (July and late August) to confirm list is up-to-date, split this by company team and share with key staff - who are our known "reds" for September 2020	L
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 has been updated with Covid-19 addendum and expectations shared with students and stakeholders. Clear expectations and amendments to rules shared with students as part of September return to school. Rules and updated processes shared with all staff to aid consistency of approach inc. separate duty staff briefings.	Inconsistent or incorrect application of amended behaviour policy across staff team. Poor behaviour by students/ students not complying.	M	Staff, parents and students to be made fully aware of key changes / adaptations to behaviour policy.	L
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.	Behaviour Policy has been updated with Covid-19 addendum and expectations shared with students and stakeholders. Clear expectations and amendments to rules shared with students as part of September return to school.	Limited capacity of SLT detention and internal exclusion provision due to inability to mix year groups / bubbles.	M	Amended arrangements for detention / isolation in year group bubbles to be shared with staff.	L
Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their reward system.	Clear programme of communication with parents/carers via letters, expectations video message to ensure clarity of message and communication. Programme of routine assemblies for all students to be held as part of transition for all students JFu/CWo/SDe/PKe. Students to be in half year groups for assemblies.	Complexities of delivering assembly provision could reduce the effectiveness of consistent message.	M	Explicit teaching of new behaviour routines to be delivered to all adults in school - September 3rd 2020	L
Schools should work with those pupils who may struggle to re engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.	Targeted contact home from company teams to most vulnerable and at risk students to support transition back to school. Key students offered reorientation visits. Specialist support from RLo/SMe for key students most at risk.	Current social distancing measures prevent reorientation visits taking place ahead of summer holiday. Inconsistent or inaccurate KS2 information received from primary schools.	M	Individual students to be reviewed with key supporting staff and support plans shared.	L
Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.	Liaison with external agencies such as family support workers, Social workers, WSAPC and APC inclusion teams for additional key students.	key staff don't return to on-site working and we therefore lose the capacity to enact this.	M		L
Schools will ensure that students with identified (ongoing or new) AP places, whether part time or full time, successful transition/attend these	Identification of who these students are, what provision they are expected to be accessing (and when) on a single central sheet that remains up-to-date	key staff don't return to on-site working and we therefore lose the capacity to enact the 1:1 tracking, support and monitoring of each individual; the become forgotten	L (due to very small number of students)	Leader of area (and LM) to ensure all staff are clear who/what they are responsible for (no student missed out). Double check each case with Company team and other key staff to ensure clarity of information and who will be doing what.	L

L

Section 4 Oversight: LAL SAL

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.	No action required by the school.	NA	NA	NA	NA
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. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good.	No action required by the school. A full analysis of the CAGs will be produced by the school for internal use.	NA	NA	NA	NA
Exams					
GCSEs and A levels will take not place in summer 2021	Exams GCSEs, A and AS level exams will not go ahead this summer as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards. Further detail will be published shortly, now that the consultation on this has closed.	More information and planning based on Ofqual guidance.	Further assessments required to ensure there is a range of evidence. Mocks are a strong foundation.	M	Additional exam series to catch up on missed exams in core subjects.

Section 5: Contingency planning for outbreaks

Section 5 Oversight: LAL SAL MAN

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus	In the event of this, Curriculum teams will set work remotely via Google Classrooms.	New Y7 students will have had varied experience of Google Classrooms - and some may not have used it at all.	M	IT team to set up Y& for Google Classroom in September and instruction resources prepared (e.g. videos, ready to be mobilised with parents and students if required).	L
In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.	In the event of a local lockdown, we will pivot back into a blended learning approach. This will mean that the majority of students will work at home via Google Classrooms, whilst vulnerable and key worker students will be accommodated in school.	As above	M	As above	L
Remote education support (also see full guidance for further resources)					
Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September:					
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	Throughout lockdown the curriculum has been maintained, with students and teachers following their normal timetable online. This would be the case in the event of another local/national lockdown.	As we have implemented this successfully during the first lockdown period, most risks can be mitigated. This could potentially be problematic for Y7 as described above - or for an extended period of lockdown.	L	see above regarding IT provision. In the event of an extended lockdown, we would need to make decisions regarding the number of subjects/courses followed.	L
give access to high quality remote education resources	Teachers have been using a variety of high quality asynchronous teaching strategies e.g. recorded Loom videos and Google quizzes. This would be the case in the event of a local/national lockdown.	As above	L		L
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	See above. This has and would be delivered via Google Classroom.	As above	L		L
provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	This has been in place during lockdown and reviewed by Company teams. This would be the case in the event of a local/national lockdown.	As above	L		L
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.	Wk1v#kdv#ehhg#1q#sodfh#gxulqj#orfngzrq#dgg#uhy1hzhg#e #Frpsdq #whd#p1#Wk1v#zrxog#eh#wkh#fdvh#1q#wkh#hyhqw#ri#d#orfd02qdw1	As above	L		L
When teaching pupils remotely, we expect schools to:					
set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	During the current lockdown and any future lockdowns, we have used high quality asynchronous teaching, where students and teachers follow their normal curriculum and timetable.	As above	L		L
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	See above	As above	L		L
provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos	See above.	As above	L		L
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	During the current lockdown and any future lockdowns, this has been implemented by teachers formatively assessing student progress and understanding, based on their responses to tasks, and by using Google quizzes.	In the event of a second extended lockdown period, a more thorough online assessment tool might be required.	M	We would use Google forms to implement summative assessments that contain more GCSE style questions -for classes and whole cohorts.	L
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	During distance teaching, teachers have slowed down the pace of delivery to support students with this new way of working.	In the event of send extended lockdown, this would make it challenging to cover the full curriculum content	M	We would need to make the decision to discontinue some subjects, in order to ensure adequate curriculum coverage in the core.	L
plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	During the current lockdown and in the event of future lockdowns, students and teachers will follow their normal curriculum and timetable.	As above	M		L
We expect schools to consider these expectations in relation to 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.	Company leaders will liaise with and support any families who may require additional support with this. However, during this lockdown period we have not relied on long term projects that put strain on families, due to our asynchronous teaching approach.	In the event of a second, extended lockdown period, there would be considerable issues around well-being - for students and families.	H	We would continue to offer support and guidance for students and families.	L