

COVID- 19: Operational Risk Assessment for High Well School

Please note: this risk assessment should be undertaken in conjunction with the guidance for full opening of school by the Department for Education on 2nd July 2020 as follows:

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

[Actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020)

Assessment conducted by: Louise Quinn Job title: Headteacher Covered by this assessment: Return to school of all years Sept 2020

Date of Assessment: 13/07/2020 Reviewed by: Staff Team & Governing Board Date of next review: August 2020

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| Related Documents | |
| High Well documents:  Pupil Expectations | Government guidance:  <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>  <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>  [Actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020)  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june>  <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools> |



Risk Matrix

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| Risk rating High (H), Medium (M), Low (L) | | **Likelihood of occurrence** | | |
| Probable | Possible | Remote |
| Likely Impact | High: Identify and record | **H** | **H** | **H** |
| Medium | **H** | **M** | **L** |
| Low | **M** | **L** | **L** |

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| Version | Date | Author | Note of Revisions |
| 1 | 22/05/2020 | Louise Quinn & SLT | Original partial & Wider opening Risk Assessment published |
| 2 | 13/07/2020 | Louise Quinn & SLT | Revised 13th July 2020 for full reopening of school published |
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| Areas of concern | Rick rating prior to action (H/M/L) | | Control measures | In place?  (yes/no) | | Further actions/comments | | Residual risk rating (H/M/L) | |
| 1. Protective Measures | | | | | | | | | |
| 1.1 Minimise contact with individuals who are unwell | | | | | | | | | |
| Infection transmission within school due to staff/pupils or members of households displaying symptoms | | H | Temperature checks taken on arrival daily for all staff and pupils. Anyone feeling unwell should not come into school  Member of staff presenting with symptoms whilst in school to immediately isolate, wear a mask and return home if fit to drive. Arrange transport if not well enough to drive home. Member of staff immediately booked for testing at a drive through facility or for home testing kit via Dfe portal or given option to arrange own test via same channel, return to work if test result negative.  Other staff and pupils in contact with member of staff to immediately wash hands and staff to ensure pupils follow suit. Arrange for designated staff member/cleaner in line with DfE guidance to disinfect areas of contact i.e. door handles, desks etc. paying particular attention to section on advice where there is visible contamination with bodily fluids.  Inform parents/carers of suspected case.  Pupils: A member of staff to put on appropriate PPE and take pupil to a designated room until arrangements are made to get the pupil home. Admin to inform parents and advise that they arrange a test or school to offer to book a test through Government Portal and keep school informed. Pupil not to come back to school until either A: test result received is negative (evidence required before returning) B: Remain out of school for two weeks if test result is positive) (evidence required to ensure correct attendance reporting). Staff member who stays with pupil must wear apron, eye protection, gloves and mask and try and encourage pupil to wear a mask to limit ‘wet’ contamination. Inform designated cleaner to disinfect areas of contact including break out room wearing appropriate PPE. When pupil has left staff to dispose of PPE via routine above.  SLT to inform PHE of any suspected cases and follow advice given. | | Y  Y  Y  Y  Y  Y  Y | | *Should staff wear PPE for this purpose, it would be encouraged to show the pupil the PPE first to alleviate anxieties.* | | L |
| 1.2 Hand hygiene | | | | | | | | | |
| Infection transmission within school due to poor hand hygiene | | H | Every classroom has a sink and hand washing facilities.  Every classroom and most office/staff spaces have hand sanitisers stations  Handwashing on arrival to school, after break time, before lunch, after lunch and before leaving school.  Hand sanitising on entry to dining hall.  All staff hand-sanitise on entry and exit of the building before signing in and out.  Visitors to hand sanitise on entry and exit of building. | | Y  Y  Y  Y  Y  Y | |  | | L |
| 1.3 Respiratory Hygiene | | | | | | | | | |
| Infection transmission within school due to poor respiratory hygiene | | M | ‘Catch it, bin it, kill it’ message displayed in every classroom and around school.  Tissues and bins in each classroom to support staff and pupils to follow this routine | | Y  Y | | ***Increased risk of common cold infections, Norovirus and flu virus during Autumn and Winter Terms***  *The approach to hygiene procedures in school will minimise risk of transmission of all viruses* | | L |
| 1.4 Enhanced cleaning | | | | | | | | | |
| Infection transmission within school due to the number of frequently touched surfaces around the site | | M | Cleaning staff have received a copy of COVID-19 Cleaning of non-Healthcare Settings and any updates of this advice  Daily cleaning of all used spaces (morning cleaning)  Enhanced cleaning of high contact areas such as door handles, desktops, chairs, sinks, door jambs to be ‘top up’ cleaned by classroom staff throughout the day using anti-viral wipes or spray provided.  Admin staff to check supplies of anti-virus spray and paper cleaning rolls are available in the classrooms together with ensuring hand sanitising stations remain filled.  Receptacles (Bio Bins) with plastic bag in classrooms for disposing of cleaning waste material, cleaners to re-bag and store in outside storage area. Safe disposal after 72 hours via normal refuse collection.  Toilets: Anti-virus wipes in all toilets with clear messaging on expected hygiene including staff and pupils to wipe flush handle and toilet seats with anti-viral wipes and dispose, 20 second hand wash followed by wiping sink taps and door handles ready for next user with anti-viral wipes. Receptacles with plastic bags inside and outside washrooms for used wipes. Cleaners to re-bag and store in designated area for 72 hours and then disposed of via normal refuse collection.  Practical equipment, books and toys: limit use and wipe with anti-viral spray/wipes. Pupils should not bring anything into school from home, all stationery and books provided in school. There should be no sharing of pens pencils etc., there are pencil cases for all pupils to use. | | Y  Y  Y  Y  Y  Y  Y | | *Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.*  *Stock check and ordering schedule reviewed and orders made.*  *Disposable tissues in each classroom to implement the ‘catch it, bin it, kill it’ approach* | | L |

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| 1.5 Minimise contact and maintain social distancing where possible | | | | | |
| Infection transmission within school among staff, pupils and their households | M | Classroom expectations displayed in each classroom  Pupils risk assessments updated to reflect COVID-19  Pupils and parents/carers have signed behaviour expectations document and updated risk assessment  Copy of expectations provided for all pupils and parents/carers.  Pupils remain in class groups with consistent support staffing. As per DfE guidance teaching staff may change to allow for specialist teaching. Staff should where possible remain 2m apart from other adults.  Where possible teachers should remain at the front of the classroom and away from other adults in the classroom  Close face to face contact should be avoided and time spent within 1m of anyone should be minimised  Pupils should be supported to maintain their distance from others and not touch staff or peers where possible.  Seating arrangements in classrooms to ensure that pupils do not sit face to face or side on.  Pupils will remain in consistent class groups and will have staggered break and lunch times in class bubbles where possible and otherwise in Key Stage bubbles.  To minimise mixing and reduce crowding/queuing at gates Pupils on arrival at school will remain in taxis until they are called in by staff at this point they will have their temperature checked and anyone deemed to have a high temperature will not be allowed in school and returned home followed by a phone call to parents.    Pupils on exit from school will remain in classrooms until called and will be escorted by a member of staff to their taxi/vehicle/off the school site if travelling on foot or bike  There will be no changes to staffing for groups without approval of SLT and recording of this information  There will be limited access to shared staff spaces, particularly on arrival to school, lunchtime and after school. No more than two people can use the staffroom at any one time. The 2m rule remains in place for all adults in school and this needs to be taken into account when using the staff work room.  Staff need to take their break in their classroom/conference room maintaining social distancing from other adults and avoid mixing between classes or in an outdoor space. | Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y | *Arrangements for social distancing in place to implement:*   * *Staggered school drop off/pick up times and locations (if possible) without reducing teaching time* * *Staggered or limited amounts of moving around the school/ corridors* * *Classroom design* * *Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches* * *Toilet arrangements*   *Approach to pupils breaching social distancing is in place. Including in the case of repeat or deliberate breaches.*  *Social distancing plans shared with parents including approach to breaches via expectations document.*  *Arrangements in place for the use of the playground.* | L |

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| 1.6 PPE where necessary | | | | | |
| Infection transmission if a person becomes symptomatic in school  Infection transmission from needing to be in close physical contact with a pupil or another adult(s) if physical intervention is required | L | PPE available in the staff male toilet on the Admin corridor  PPE available includes masks, gloves, aprons and visors.  PPE to be used for any pupil or adult who presents with symptoms of COVID 19  PPE can be utilised if required for use of physical intervention or any other close physical contact required including the administration of first aid. | Y  Y  Y  Y | *PPE requirements understood and appropriate supplies in place.*  *Long term approach to obtaining adequate PPE supplies in place.* | L |

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| 1.7 Engage with NHS Track and Trace | | | | | |
| Members of the school community including staff, pupil and parents/carers do not fully understand their responsibilities in relation to testing if showing symptoms | L | Communication with parents/carers and pupils that they will need to be ready and willing to:  Book a test if they are displaying symptoms Staff and pupils must not come into school if they have symptoms, and must be sent home to self-isolate if they develop them in school. **All children can be tested**.  Provide details of anyone they have been in close contact with if they were to test positive or if asked by NHS Test & Trace. Tests can be booked online or ordered via NHS 119 for those without internet access. |  | *Refer to public health guidance for more information*  *School will support parents in obtaining tests for pupils.* | L |
| 1.8 Managing confirmed cases | | | | | |
| Infection transmission within school among staff, pupils and their households  Communication with school community including key stakeholders and wider agencies  Managing return to school of those affected and wider school community concerns | M | PHE to be contacted immediately via email to: [infection.control@kirklees.gov.uk](mailto:infection.control@kirklees.gov.uk) with suspected and confirmed cases of COVID-19  Phone calls/communications from PHE or NHS Track and Trace to be directed to Headteacher/SLT in the first instance  Actions taken following a confirmed case will be guided by the health protection team with close contacts being identified as those:   * Direct close contacts – face to face contact with an infected individual for any length of time within 1m, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin) * Proximity contacts – extended close contact (within 1-2m for more than 15 mins) with an infected individual * Travelling in a small vehicle, like a car, with an infected person   The health protection team will provide definitive advice on who must be sent home. School will keep a record of pupils and staff in different groups to ensure accurate information in case of a confirmed case.  Contact with parents/carers, staff and pupils will be made via template letter provided by the health protection team | Y  Y | *Deep Cleaning and use of ‘fogging’ via school’s caretaking service.*  *Arrangements communicated to parents* | L |
| 1.9 Contain any outbreak | | | | | |
| Potential for reduced/limited capacity for delivering education on site and/or remote learning dependent on how many teaching staff are affected  Potential for reduced leadership and DSL capacity dependent on if SLT are affected therefore posing a safeguarding risk to school remaining open | M | Decisions taken when numbers of staff available known on partial closure or closure of specific classes/Key stages  Immediate move to remote learning for any pupils needing to self-isolate. Work packs available on site for next day learning prior to implementation of remote learning protocol in the short term.  4 trained DSLs on team  Headteacher, Assistant Headteacher, Acting Assistant Headteacher and SENCo available as well as Business Manager and HR Manager available to support any reduction in leadership capacity if Headteacher and Assistant Headteacher not available.  All SLT and DSLs able to work remotely | Y |  | L |

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| Areas of concern | Rick rating prior to action (H/M/L) | | Control measures | In place?  (yes/no) | | Further actions/comments | | Residual risk rating (H/M/L) | |
| 1. School Operations | | | | | | | | | |
| 2.1 Transport | | | | | | | | | |
| Adherence to guidance on wearing face coverings on public transport  Pupils arriving at the same time and queuing/mixing at the gates  Pupils not travelling on home to school transport | |  | Nor requirement for pupils on home to school transport to use face coverings.  On arrival pupils will remain in taxi until called in by staff to reduce mixing with others and crowding/queuing at gate  Pupils wearing masks should dispose of face coverings on arrival or store reusable face coverings in a bag in their locker until the end of the school day.  Pupils on arrival to have temperature checked and immediately wash hands.  Pupils not arriving via home to school transport to wait in car park until called forward by a member of staff to enter and follow the same procedures as other pupils  . | |  | | *Arrangements in place with transport providers to support any staggered start/end times.* | | L |

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| 2.2 Attendance | | | | | |
| Pupils who have previous low attendance and have not attended provision offered during Covid-19 will have difficulty getting into the routine of attending school daily  Reduced attendance monitoring of pupils with previous low attendance  Pupils who are shielding or self-isolating  Pupils not returning to school due to concerns over transmission | H | Share attendance expectations with whole school community before return to school in September 2020, including how the school has successfully dealt with a confirmed case of COVID-19 which resulted in no transmission in the school community.  Attendance policy will be fully in operation from September 2020 including the use of sanctions where required to improve attendance.  Any pupils not able to attend at specific times due to shielding or self-isolating will not be subject to the attendance policy other than recording of reasons for absence.  Attendance officer to work closely with class teams and EWO to identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and put in place a plan for re-engagement.  Attendance officer and EWO to utilise a multi-agency approach, engaging with other professionals to support pupils to return to school, including notification of social workers of any attendance concerns or non-attendance. |  | *Approach to promoting and supporting attendance for allpupils determined, including those who may be anxious.*  *Approach to support for parents where rates of persistent absence were high before closure.* | M |

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| 2.3 School Workforce | | | | | |
| Staff who are clinically vulnerable extremely clinically vulnerable  Staff who are pregnant  Staff who may be otherwise at increased risk from COVID-19  Staff work-life balance and wellbeing  Deployment of staff, particularly support staff in supporting pupils with catch-up provision across the school  Staff being in quarantine for beginning of Autumn term due to travel restrictions  Visiting Specialist Staff increasing the risk of transmission and understanding their responsibilities and the school’s expectations in relation to COVID-19  Increase in safeguarding concerns on full reopening of school leading to increased workload for DSLs | H | Implementation of the full measures in DfE Guidance for Full Opening Schools July 2020 significantly mitigates the risks to all staff, including those who are clinically vulnerable or extremely clinically vulnerable.  This also includes staff who are living with people who are identified as clinically extremely vulnerable.  Any staff who are pregnant or become pregnant need to inform the Headteacher and follow the guidance available for clinically vulnerable people  Any staff who are at increased risk from COVID-19 should speak with the Headteacher to discuss their concerns so that they can understand the measures school is putting in place to reduce risks.  This risk assessment will be continuously reviewed and updated in line with health and safety and equality duties and any further national or local guidance in relation to COVID-19 and in light of any confirmed cases of COVID-19 in the school community  In planning for full re-opening in September 2020 the Governing Board and Leadership Team have taken into account staff workload as well as ensuring that staff have the opportunity to see and respond to this risk assessment prior to the full opening from 7th September 2020. Alongside this risk assessment the school will provide staff with a COVID-19 specific handbook to ensure that all staff have easy access to and understand their responsibilities in relation to COVID-19 and the safe operation of the school  Staff have been provided with online training on mental fitness which can be applied to both adults and children  Staff also have access to wellbeing support through the schools’ sickness and absence insurance.  Staff are expected to be available to return to school on 7th September 2020. Information has already been provided by staff who have booked holidays which could result in quarantine beyond the 7th September 2020. Under current quarantine guidance all staff remain available to work from 7th September 2020.  All visitors and visiting specialist staff have temperature check on arrival and complete form to say they have no symptoms.  Visiting specialist staff will be provided with a copy of the school’s risk assessment and operational document and will follow the same expectations as the rest of the staff team.  Visiting specialist staff will have an induction session on their first week to ensure they understand their responsibilities and the school’s expectations. They will sign to say they have undertaken the induction and have read and understood the risk assessment and operational guidance.  DSLs will endeavour to keep their diaries to a minimum in September to ensure that they are on site to respond to any concerns and support staff with pupils who they are concerned about. Weekly DSL supervision will resume to ensure all safeguarding issues are addressed and resolved and this will feed into the Team Around the School model which High Well is participating in as a pilot school. Safeguarding will be part of the INSET day training on 7th September and on a monthly whole school basis as part of CPD and safeguarding supervision for each class. |  | *Approach to staff absence in place and shared with staff in COVID-19 specific handbook.*  *Letters to staff currently shielding themselves or a family member sent.*  *Protocols and expectations shared with internal/external providers i.e. Forest School, gaming, Reverse the Cycle.*  *Protocols for meetings and staff training in place.*  *Consideration given to the options for redeployment of staff to support the effective working of the school.*  *Staff access to well-being support via the school’s Sickness Absence Insurance provided by Schools Advisory Service, to be communicated to staff.* | L |
| 2.4 Catering | | | | | |
| Accommodating lunch provision for whole school whilst maintaining social distancing guidance and keeping KS bubbles | M | Staggered lunch in Key Stage bubbles in order to maintain social distancing guidance and reduce risk of transmission in the school community.  Reduced staffing in dining hall to ensure class teams have their breaks first and are available for supervision of play time and to reduce mixing of staff between groups.  Lunch ordering system for staff in the morning via normal Inventry signing in procedure with collection of lunch from the staffroom so staff have sufficient time for their break and to reduce mixing across the school. | Y | *Lunch sittings in place*  *Staff lunch protocols in place*  *Kitchen staff to comply with the DfE guidance for Food Businesses on Coronavirus* | L |

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| 2.5 School Building | | | | | |
| Preparing of buildings and facilities  Site Manager unavailable | L | Premises and utilities have been health and safety checked and building is compliant.   * Water treatments * Fire alarm testing * Repairs * Grass cutting * PAT testing * Fridges and freezers * Boiler/ heating servicing * Internet services * Any other statutory inspections * Insurance covers reopening arrangements | Y | *Frealex contacted and alternative arrangements made*  *Emergency evacuations procedures revised and compliant with Government guidance.*  ***NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing****.* | L |
| Ensuring all classrooms have sufficient ventilation to reduce risk of transmission  Reducing movement around the school whilst reducing the number of high contact surfaces such as corridor and classroom doors | L | All windows in classrooms can be opened and most classrooms have an external door which can be opened if weather is warm to improve ventilation.  Corridor doors due to fire regulations will need to remain closed in line with current government guidance.  Classroom doors can remain open if appropriate to reduce the number of high contact surfaces being touched throughout the day. If an adult or pupil leaves a classroom they must sanitise or wash hands on re-entry to classroom.  All high contact surfaces to be cleaned throughout the day with anti-viral wipes, spray and additional bins provided for each classroom.  High contact surfaces around the school such as corridor, staffroom, and office doors to be periodically cleaned during the day by the administrative team  Additional hygiene measures in toilets. | Y  Y  Y  Y | *Consideration given to premises lettings and approach in place.*  *2-meter markers are present on floors.*  *One way system in place to enter and exit the school. Signage in place.* | L |

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| 2.6 Educational Visits | | | | | |
| School trips and rewards  Pupils miss out on key opportunities to support the curriculum and their social and emotional development by not accessing educational visits  Transporting pupils maintaining protective measures to any curriculum related visit  Availability of appropriate COVID-19 secure destinations  Pupils attending weekly alternative provision settings to support curriculum offer | M | Guidance states that ‘schools can resume non-overnight domestic educational visits’. Visits should be undertaken in line with protective measures such as keeping pupils within their consistent group, and the COVID-19 secure measures in place at the destination.  **Any visits need to be planned 6 weeks in advance, have approval of SLT and initial discussion with the school’s Educational Visits Coordinator prior to starting the booking and risk assessment process.**  The number of pupils who can be safely transported will be reduced and therefore any potential visits will need to be reviewed well in advance of planned date to ensure adequate transport available including a driver  Some of the usual places visited as part of the curriculum may not be open or able to accommodate school visits. Any planned visits need to take into account a destinations COVID-19 secure status and the risk assessment will need to include protective measures. As part of the risk assessment, staff will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Staff should consult the DFE guidance on health and safety on educational visits:  <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>  Weekly alternative provision sessions have continued throughout COVID-19. Updated risk assessments and details of AP’s protective measures and COVID-19 secure measures will be required prior to provision re-starting in September 2020. Booking of transport essential for AP to ensure protective measures are maintained on school transport, including number of pupils being transported and availability of drivers. | Y | *Due to social distancing, High well’s usual rewards schemes cannot operate. The reward system will be reviewed with each class in September.* | L |
| 2.7 School Uniform | | | | | |
| Pupils not wearing uniform due to enhanced cleaning of uniform  PE Kit and not sharing kit | L | Guidance has changed to reflect uniforms. They do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different than normal.  Parents/carers reminded of uniform requirements and supported to ensure they have sufficient uniform for their child. Additional uniform can be bought directly from the school.  PE kit is provided for each individual pupil and this should not be shared within groups. Cleaning of PE kits undertaken daily. | Y |  | L |

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| 2.8 Extra-Curricular Provision | | | | | |
| Providing extra-curricular provision for class/year group bubbles rather than whole school  Types of activities which can be offered, particularly sports related  Sharing or resources between different bubbles | L | Extra-curricular activities will not begin until October 2020 to allow time for additional planning to ensure this can be delivered in a safe and effective manner, particularly in relation to sports provision and transporting pupils home afterwards.  Working group to plan activities and create additional risk assessment for extra-curricular provision | Y  N |  | L |

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| 1. Curriculum | | | | | | | | | |
| 3.1 Broad and Balanced Curriculum | | | | | | | | | |
| In order to plug any gaps in learning and catch pupils up in core subjects, teachers may focus learning in these subjects reducing the access of pupils to a wide range of subjects. | | M | Timetable created to ensure that pupils receive a balanced curriculum. All pupils will receive maths and English on a daily basis with extra reading lessons. The timetable will still provide access to a wide range of subjects including: food technology, humanities, PE, ICT, art and drama | | Y | | Catch up in core subjects does need to happen without the narrowing of the curriculum. This will be done through baselining, targeted support and interventions. The remote learning offer will also be extended to supplement additional support within core subjects to fill any gaps in learning that have developed. | | L |
| 3.2 Remote Education integrated into school planning | | | | | | | | | |
| Targeted programs and interventions whilst maintaining a broad curriculum may not provide sufficient opportunities for pupils to catch up on missed learning.  If parts of the school have to go into self-isolation, pupils will again miss out on essential learning. | | M | Home Learning will also be used to address gaps in knowledge. Online platforms including Microsoft Teams, Hegarty Maths and GCSE Pod will be used to do this. Teachers will provide bespoke homework packages for pupils to address individual gaps in learning.  Classes will receive lots of input in the first couple of weeks of the new academic year to support with Home Learning so they are sufficiently familiar with the system to access it effectively at home.  Home learning packages in place and ready to implement at short notice as detailed above. | | N | |  | | M |
| 3.3 Physical Activity and PE lessons | | | | | | | | | |
| PE equipment handled by multiple pupils increases risk of spread of infection  Pupils coming into direct contact with each other increases risk of spread of infection  Pupils coming into direct contact with staff increases risk of spread of infection  Off-site PE sessions involve using mini bus and pupils and staff being in close proximity increases risk of spread of infection | | M | No equipment will be used by more than 1 pupil. At the end of each lesson, all equipment used will be cleaned. Where possible, equipment will be used exclusively by class groups.  Activities to be non-contact in Autumn term. Outside spaces will be used when appropriate and sports hall will be segregated into different zones where smaller groups of pupils will work.  Outside spaces will be used when appropriate and sports hall will be segregated into different zones where smaller groups of pupils will work. Staff will support smaller groups of pupils and remain at an appropriate distance.  No off-site PE will take place in Autumn term. | | Y  Y  Y  Y | |  | | L |
| 3.4 Catch-Up Support | | | | | | | | | |
| Pupils have missed essential content in core subjects. If these gaps aren’t addressed and filled it could severely hinder future progress and impact negatively upon examinations and accreditation.  Curriculum content should be informed by assessment of pupil starting points  Year 7 pupils missed out on Key Stage 2 content due to absence from school in COVID-19 | | H | It is clear that some content has been missed. Our intention is to baseline all pupils on their return to school. This will allow us to identify gaps in learning. Our intention is to deliver targeted interventions based on this information. This will be in addition to the timetabled lessons to facilitate catch up. We may modify the content delivered in the Autumn term as a result of the baseline information. If there is an obvious gap for the majority of pupils in a class, long term plans will be re-organised to ensure that priority topics are delivered in the first instance. Regular assessments will take place to enable teachers to assess progress And modify planning and arrange additional support where necessary.  Effective baselining and assessment, as identified above, will ensure that planning and subsequent pupil learning is appropriate.  Effective baselining and assessment, as identified above, will ensure that planning and subsequent pupil learning is appropriate. | | Y | |  | | M  M  M |

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| 3.5 Pupil wellbeing and support | | | | | |
| Not attending school for a prolonged period or anxiety from lockdown will have had a negative impact on the health and well-being of pupils | H | Preparing for Positive Futures Curriculum to be re-sequenced in order to ensure health and well-being addressed in Autumn term.  Bespoke health and well-being package implemented for all pupils  ELSA to select pupils for intervention based upon pupils identified as needing urgent health and well-being support  SS to ensure effective liaison between home and school | Y | *Pupils’ emotional health and wellbeing has been part of High Well’s school curriculum for a number of years. We recognise that lockdown has been challenging for many people and returning to school in September may lead to feelings of worry and/or anxiety for many of our school community. From September 2020 Mental Fitness will become part of the curriculum with daily mental fitness exercises delivered as part of pupil’s education. In addition 10 staff will be trained for September as Youth Mental Health First Aiders to ensuring that all pupils have access to support for their mental health and wellbeing.* | M |

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| 3.6 Behaviour Expectations | | | | | |
| Pupils do not understand social distancing and hygiene expectations leading to increased risk of infection transmission in school community  Pupils do not adhere to social distancing/hygiene expectations putting themselves and the school community at risk of infection transmission  Individual pupil behaviour escalates and requires physical intervention, increasing the risk of transmission through close physical contact  Rewards system has changed due to COVID-19 and takes time to embed and demonstrate impact | H | All pupils and parents/carers provided with a copy of updated COVID-19 expectations. All pupils and parents/carers sign to say they understand their responsibilities and the consequences of non-adherence to expectations  All pupils’ risk assessments updated to reflect COVID-19 specific risks and shared with parents/carers and pupils before return to school in September 2020  Time spent on first day back for each class inducting pupils into new expectations. Time spent with each class on developing and agreeing a personalised rewards system.  Clear set of consequences for non-adherence to expectations including working away from class and fixed-term exclusion.  Whole staff training on INSET day 7th September 2020 on de-escalation strategies and techniques  If behaviour of any pupil begins to escalate, immediate call to SLT and encourage/direct pupil to go outside onto the main playground (if appropriate).  Each classroom to contain disposable gloves to ensure that gloves are used if any pupil needs to be guided or physical intervention is required.  If pupil requires more than guiding, particularly FGR then radio call made for PPE to be brought to area and face masks used in addition to gloves during physical intervention. If a pupil is spitting or at risk of spitting, visors should be worn in addition to face masks and gloves.  Following physical intervention staff involved to take short break to debrief including rehydration.  Time spent with each class on week commencing 7th September 2020 on developing and agreeing class rewards system to replace current whole school system. This should provide ownership of rewards system for pupils, support adherence to expectations and ultimately support pupils to meet personal targets and make progress towards EHCP outcomes. |  | *Document:* ***Updated Expectations COVID-19 September 2020*** *shared with staff, pupils and parents* | M |

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| Areas of concern | Rick rating prior to action (H/M/L) | | Control measures | In place?  (yes/no) | | Further actions/comments | | Residual risk rating (H/M/L) | |
| 1. Assessment & Accountability | | | | | | | | | |
| 4.1 Exams | | | | | | | | | |
| Pupils are not disadvantaged compared to mainstream peers due to access to remote learning on digital platforms  Evidence available from Year 10 to support teacher assessment decision which may be part of examinations process for 2020/21  Filling gaps/catch-up for pupils who have not accessed any provision during Covid-19 or completed any work packs/remote learning | | M | Teaching staff to collect evidence for Year 11 pupils from Year 10 of the progress they have made and any evidence to support predicted grades in case of teacher assessments forming part of final grade in 20/21 exam sessions.  Baseline assessment of Year 11 pupils in first two weeks to identify gaps in learning and create ‘catch-up’ plan for each pupil.  Provide remote learning access to all Year 11 pupils through devices and/or broadband access | |  | |  | | M |

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| Areas of concern | Rick rating prior to action (H/M/L) | | Control measures | In place?  (yes/no) | | Further actions/comments | | Residual risk rating (H/M/L) | |
| 1. Contingency Planning for Outbreaks | | | | | | | | | |
| 5.1 Local Outbreak – Remote Education | | | | | | | | | |
| Access to devices and broadband for the whole school population so pupils can undertake effective remote learning in case of a local outbreak  Staff access to devices and broadband | | M | Identify pupils who do not have access to a digital device and/or broadband  Each class team to identify resources which can be used to create home learning packs for their class and share with Admin team for printing and collation  Establish remote learning for ‘catch-up’ and homework provision to ensure pupils and parents/carers prior to any local outbreak know how to use and access remote learning  Add completion of remote learning/homework to rewards system to promote engagement  Survey all staff to identify any gaps in devices or access to broadband which would prevent teaching staff from delivering education remotely | | Y | |  | | M |

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| **5.2 Visitors and Deliveries** | | | | | |
| Visitors/contractors turn up at school with or without prior appointment | M | Visitors protocol in place. Pre-booked visitors should use hand sanitiser and be taken to the person they are visiting. A COVID-19 disclaimer form is to be signed, the form also asks for their contact details to support Test and Trace.  Should contractors or visitors arrive at the school without prior appointment (unless it is an emergency), they will be asked to make a new appointment and above protocols followed. |  | *COVID-19 Declaration Forms kept in reception.*  *Bookings done through Inventry system* | L |

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| Royal Mail, parcel and food deliveries | L | All deliveries are arranged for drop off at the reception and kitchen doors |  | *During these times, staff to reduce number of personal deliveries to school unless absolutely necessary to prevent admin staff handling parcels unnecessarily.* | L |