

<b>Name of Academy</b>	Braintcroft E-Act Primary
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## Introduction

The government continues to manage the risk of serious illness from the spread of the virus. Step 4 marked a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for two doses by mid-September

The priority is for schools to deliver face-to-face high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

This risk assessment is based on government guidance prepared in accordance with the Department of Health and Social Care (DHSC) and Public Health England (PHE).

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

We must comply with health and safety law and put in place proportionate control measures. We must regularly review and update our risk assessments - treating them as 'living documents', as the circumstances in schools and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned.

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school compliant with guidance. General information on how to make a workplace compliant, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 17<sup>th</sup> August 2021 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. Sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonable practicable level.

Risk assessment is about identifying sensible measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

The Risk Assessment below details specific measures but as an overarching summary:-

## **Core Principles**

### **Mixing and “bubbles”**

We no longer recommend that it is necessary to keep children in consistent groups ('bubbles').

This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term.

As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.

You should make sure your contingency plans/outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.

### **Tracing Close Contacts and Isolation**

Settings will only need to do contact tracing up to and including the 18<sup>th</sup> July.

Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts.

Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parents specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.

Individuals are not required to self-isolate if they live in the same household as someone with Covid-19, or are a close contact of someone with Covid-19 and any of the following apply:

- they are fully vaccinated

- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons

Instead they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.

Staff who do not need to isolate, and children and young people aged under 18 years and 6 months who usually attend school, and have been identified as a close contact, should continue to attend schools as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.

18-year-olds will be treated in the same way as children until 6 months after their 18<sup>th</sup> birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.

Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.

## **Face Coverings**

Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas

The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come in to contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.

## **E-ACT continues to support staff and students who may choose to continue to wear a face covering**

### **In circumstances where face coverings are recommended**

If you have a substantial increase in the number of positive cases, a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt).

You should make sure your outbreak management plans cover this possibility. In these circumstances, 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. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face

coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles. The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.

Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings. You have a duty to make reasonable adjustments for disabled pupils to support them to access education successfully.

Where appropriate, you should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual. No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.

### **Stepping Measures Up and Down**

You should have contingency plans (sometimes called outbreak management plans), outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.

For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the [contingency framework](#).

The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

## **Systems of Controls**

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

- a. Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils and staff clean their hands regularly. This can be done with soap and water or hand sanitiser.
- b. The “catch it, bin it, kill it” approach continues to be very important.
- c. Most staff in schools will not require PPE beyond what they would normally need for their work.

### **2. Maintain appropriate cleaning regime, using standard products such as detergents**

- a. You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice a day) with a particular focus on frequently touched surfaces.

### **3. Keep occupied spaces well ventilated**

- a. When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.
- b. You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example school plays.
- c. Mechanical ventilation is a system that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.
- d. Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). You should balance the need for increased ventilation while maintaining a comfortable temperature.
- e. The DFE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO<sub>2</sub> levels in classrooms and exploring options to help improve ventilation in settings where needed.

### **4. Following Public Health advice on testing, self-isolation and managing confirmed cases of COVID-19**

When an individual develops COVID-19 symptoms or has a positive test. Pupils, staff and other adults should follow public health advice on [when to self-isolate and what to do](#). They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). If anyone in your school develops [COVID-19 symptoms](#), however mild, you should send them home and they should follow public health advice.

For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

If a pupil is awaiting collection, they should be left in a room on **their own if possible** and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the [use of PPE in education, childcare and children's social care settings](#) guidance. Any rooms they use should be cleaned after they have left.

The household (including any siblings) should follow the PHE [stay at home guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).

### *Asymptomatic testing*

Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.

Over the summer, staff and secondary pupils should continue to test regularly if they are attending settings that remain open, such as summer schools and out of school activities based in school settings. Schools will only provide tests for twice weekly asymptomatic testing for pupils and staff over the summer period if they are attending school settings. However, testing will still be widely available over the summer and kits can be collected either from your local pharmacy or ordered online.

As pupils will potentially mix with lots of other people during the summer holidays, all secondary school pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term.

Settings may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this. Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed.

Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.

Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.

There is no need for primary age pupils (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new year 7. Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances.

#### *Confirmatory PCR tests*

Staff and pupils with a positive LFD test result should self-isolate in line with the [stay at home guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They will also need to [get a free PCR test to check if they have COVID-19](#).

Whilst awaiting the PCR result, the individual should continue to self-isolate.

If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.

Additional information on [PCR test kits for schools and further education providers](#) is available.

a.

### Version Control

Version No.		Date Published
1	Original version for start of academic year 2021/22	01/09/21
2		
3		
4		

### Consultation

Consulted With	Date and How	Comments
Staff	01/09/21 Staff INSET 06/09/21 Staff Email	
Parents	06/09/21 Class Dojo (parental communications platform)	
Unions	06/09/21 Email	

## Government Guidance

Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<b>Links to DfE Guidance</b>  As new guidance is produced weekly, please refer to <b><a href="http://www.gov.uk">www.gov.uk</a></b> for updates	<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance</a>  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures</a>  <a href="https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own">https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf</a>  <a href="https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a>  <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>  <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>  <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/index.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/index.htm</a>  <a href="https://www.cibse.org/coronavirus-covid-19">https://www.cibse.org/coronavirus-covid-19</a>  <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</a>  <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/">https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/</a>  <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a>  <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a>

<https://www.gov.uk/government/publications/coronavirus-covid-19-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers>

<https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

<https://www.gov.uk/government/publications/school-attendance>

<https://www.legislation.gov.uk/uksi/2021/582/contents>

<https://www.gov.uk/guidance/red-amber-and-green-list-rules-for-entering-england>

<https://www.gov.uk/government/publications/quarantine-arrangements-for-boarding-school-students-from-red-list-countries>

<https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

<https://get-help-with-remote-education.education.gov.uk/safeguarding>

<https://www.gov.uk/government/publications/education-recovery-support>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-holiday-and-after-school-clubs-and-other-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#contents>

<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-holiday-and-after-school-clubs-and-other-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
<b>Lack of certainty over returning numbers</b>	<p>Planning for mandatory full attendance for all pupils from September 2021</p> <p>Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</p> <p>All CEV children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Attendance team and SLT to monitor all absences from the 1<sup>st</sup> day back at school.</p> <p>Ensure trust brochure is available alongside specific academy resources. Additional letter sent from HT. First week back additional PSHE/RnR lessons to further support pupil return.</p> <p>RnR Team and AFLO's to contact identified families to ensure a safe return.</p> <p>Class Dojo messages sent with daily reminders with return information. Contact all CEV staff and pupils.</p> <p>Regular updates on the weekly newsletter</p>	AR/CM/SLT
<b>Number of staff available is lower than that required to teach classes in school</b>	The health status and availability of every member of staff is known and is regularly updated including the initial review of staff who had previously been identified as vulnerable including clinically extremely vulnerable, clinically vulnerable and pregnant staff.	Y	<p>Discuss and review individual risk assessments via 1:1 meetings.</p> <p>Any created risk assessments monitored and adhered to.</p>	AR

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	<p>CEV people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take and be encouraged to update/complete a personal risk assessment,</p> <p>All staff who have received previously a 1:1 risk assessment are offered a review especially where they have previously been identified as someone who was to work from home.</p> <p>All staff have been offered a new or updated Wellness Action Plan</p> <p>Flexible and responsive use of professional services and pastoral staff to supervise classes is in place.</p> <p>Contingency planning in place and additional resource identified and budgeted.</p> <p>Support all staff in attendance for vaccination sessions even during term time</p> <p>Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. The school should be able to explain the measures they have in place to keep CEV staff safe at work and should be recorded in appropriate 1:1 risk assessment</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>For any RA created/reviewed develop a Wellness Action Plan.</p> <p>Inform staff of new Covid expectations at INSET and staff briefing.</p> <p>Inform staff of new Covid expectations/changes at INSET and staff briefing.</p> <p>Offer Staff Wellness Plan at staff briefings to everyone.</p> <p>Covid rule changes explained in staff INSET</p>	AR
<p><b>Testing capacity and reporting is in place in line with guidance</b></p>	<p>Ensure secondary pupils and all staff continue to test regularly if attending school sites during summer</p> <p>Ensure staff and students have access to or are aware of where they can access testing kits</p>	Y	<p>Evaluate current stock</p> <p>Recommence and issue testing kits for staff use.</p> <p>Encourage staff at three weekly briefings.</p>	TB/AR



Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
<b>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</b>	<p>Clear signage displayed across the Academy promoting hygiene</p> <p>Hand washing and sanitiser facilities identified for each learning area. Additional items required installed.</p> <p>Ensure offices/classrooms and large occupancy venues are well ventilated and occupancy remains limited, where required:</p> <ul style="list-style-type: none"> <li>▪ Mechanical ventilation systems adjusted to increase ventilation rate where possible</li> <li>▪ Natural ventilation – opening windows (these should be opened more fully during breaks)</li> <li>▪ Natural ventilation – if necessary, non-emergency fire evacuation doors may also be used</li> </ul>	Y	<p>Continue with hand sanitising.</p> <p>Hand washing and bag it, bin it, kill it posters in corridors and classroom.</p> <p>Hand sanitisers are already in place in all classrooms, toilet areas and on entry to school.</p> <p>Staff to encourage additional sanitisation from all pupils.</p> <p>All doors and windows remain open until <b>at least</b> October half term to ensure full ventilation. Children and staff may wish to wear</p>	TB/AR
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	<p>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools. A standard guide to the risk assessment and operating procedures pre opening will be provided by the Trust to complement local communications.</p> <p>A parental version of the final Risk Assessment (above) is made available, published on the web site and a mechanism to record and implement any parental feedback is in place.</p> <p>Consider parent and pupil handbooks or briefings reflecting changes to usual school policy</p> <p>Advice is made available to parents on arrangements testing for COVID-19</p>	Y	<p>Text messages sent to remind and reassure parents and carers prior to the children returning.</p> <p>Trust updates placed on website.</p> <p>Maintain regular communication of E-Act material and local information through weekly newsletter/emails and Class Dojo.</p>	AR



Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
<b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</b>	<p>Ensure message around staying home if ill is reinforced.</p> <p>Clear communication around hygiene guidance.</p> <p>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</p>	Y	<p>Home, school communication will reinforce this.</p> <p>Via Class Dojo, newsletters or text messages and also visual aids around the Academy Communication home on attendance expectations has taken place prior to reopening.</p>	AR  AR/SM
<b>Removal of face coverings (where staff/students choose to continue wearing a face covering)</b>	<p>Clear process communicated to adults/pupils on removal of face coverings</p> <p>Ensure access for adults/pupils to clean hands after touching and safe storage in sealable plastic bag</p> <p>Ensure adults/pupils are aware not to touch front of face when removing, dispose in "black bag" waste bins, use sealable plastic bag for storage</p>	Y	Any person choosing to wear face covering will be encouraged to sanitise and store them hygienically.	All
<b>Daily attendance registers for new cohorts are not in place</b>	<p>School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.</p> <p>Completion of school daily attendance registers</p> <p>Regular reporting and monitoring of attendance</p> <p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with the relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</p>	Y	<p>First day return, registers are updated and in place.</p> <p>Attendance Team to monitoring attendance according to expectations.</p> <p>Attendance Team informed about appropriate coding.</p>	AR

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	<p>For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply.</p> <p>Ensure appropriate checks and balances in place to ensure no code X students are on site during morning registration. This includes ensuring supply teachers are made aware and supported in identifying students.</p>			
<b>Meals are not available for all children in school</b>	<p>Catering provider must complete separate risk assessment for catering staff and kitchens</p> <p>School must risk assess any of their own staff involved with catering provision.</p> <p>Alternative arrangements in place for provision of school meals if necessary</p> <p>Usual considerations in place for dietary requirements</p> <p>Provisions agreed for FSM students who may not attend academy due to self-isolating or shielding</p>	Y	<p>Aspens RA</p> <p>All staff on break/lunch duty are aware of expectations. This is reinforced on Inset day.</p> <p>School to ensure appropriate number of meals ordered each day.</p> <p>FSM non-attendees due to COVID provided with a packed lunch each day where possible.</p>	Aspens Staff
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	<p>Safeguarding remains highest priority and policy is updated to reflect changes</p> <p>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</p> <p>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures,</p>	Y	<p>Latest safeguarding policy in place and implemented.</p> <p>Welfare checks and visits to take place should a pupil be isolating at home.</p> <p>All policy and latest guidance have been updated and will be adhered to. All staff will be updated on 6/9/21 via staff CPD and all pupils via assemblies on their first day back.</p> <p>A full fire evacuation will take place within the first two weeks of return.</p>	<p>CM</p> <p>DSLs</p>

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency			
<b>Higher risk of increased disclosures from returning pupils</b>	DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupil Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision  Multi-agency arrangements in place to support early help	Y	DSLs and Safeguarding Team in place  DSL to ensure appropriate links are made with multi agencies.	DSLs
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	Academy arrangements for dealing with pupil wellbeing  Increase capacity of mental health first aid trainers in order to get more first aiders trained urgently.  Train staff on teaching about mental wellbeing and then use tutor times to support students in rebuilding friendships and social engagement, equipping them to respond to issues linked to coronavirus and improving their physical and mental wellbeing.  Provide focused pastoral support where individual issues are identified, drawing on external support where necessary.  Ensure staff have access to new/updated Wellness Action Plan	Y	RnR Mental Health Team in place.  DSLs and class teachers to communicate regarding pupil MH and respond as required.  Wellness Action Plan made available to all staff.	AV/TB  CM/TB  AR
<b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	Gaps in learning are assessed and addressed in teachers' planning.  Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified.	Y	Assessment procedures in place.  Class Dojo will be used for home learning where necessary.	JC/GG  IT Team

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	<p>Exam syllabi are covered where appropriate</p> <p>Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</p> <p>School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school</p>		New pupils allocated logins to online platform and parent/pupil handbook issued to support access.	
<b>School unable to meet full provision required in line with EHCP</b>	<p>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</p> <p>Access support through health and social care offer, local authorities, health professionals, regional schools' commissioners and other services</p>	Y	<p>Normal provision can be implemented.</p> <p>The SEND team are in full liaison with local professionals as required.</p>	CM
<b>What can we do differently for SEN/D students so they transition smoothly back into school and make up for lost curriculum time?</b>	<p>Provide specific help and preparation for the changes to routine, and provide specialist interventions swiftly on students' return, including external agencies.</p> <p>Ensure discussions with external agencies on school's control measures and ways of working</p> <p>Ensure adjustments in place for SEND students with regard to wearing and removal of face coverings if students and support staff choose to wear face coverings</p>	Y	Monitor SEND pupils and address if necessary.	CM
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that</b>	<p>Review the resources required to sustain the online offer for pupils that are unable to attend school. Ensure ICT devices are easily available to be distributed when required.</p> <p>Ensure clear process in place for identifying students who require equipment to access remote learning in line with Trust expectations</p>	Y	<p>Review accessibility of pupils when working at home.</p> <p>Reissue IT support where required.</p>	<p>AR/GG</p> <p>IT Team</p>

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
<b>continue to be out of school</b>	<p>Ensure robust system in place to allocate the loaning and return of devices to students through a named SLT link and operations team</p> <p>Ensure sufficient safeguarding systems are in places for students working at home</p>	Y	Year Leaders monitor loan and return of devices and report to IT team	
<b>Identify staff unable to return to school</b>	<p>Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. The school should be able to explain the measures they have in place to keep staff CEV staff safe at work and should be recorded in appropriate 1:1 risk assessment</p> <p>Give careful consideration about additional precautions you may wish to continue to support CEV staff. This should be done in conjunction with the staff and local disease levels.</p> <p>Through the process above of understanding level of returning staff, identify specific activities for staff who following their risk assessment are not able to return to the workplace but are able to work remotely.</p>	Y	Share individual RA with all staff and respond to outcomes.	AR
<b>Staff are insufficiently briefed on expectations</b>	<p>A member of staff per academy is identified as the point of contact for this risk assessment (could be union rep or another that is selected by the staff) to collate staff feedback and engage with SLT.</p> <p>All staff made aware prior to September of the proposed operating plan and content of this risk assessment. Feedback invited and where relevant the risk assessment is updated.</p> <p>On return to school in September ensure staff are re briefed on the school operating plan, the final risk assessment is shared and signed off.</p>	Y	<p>Staff member identified and remains as previously.</p> <p>RA shared with staff and feedback received and actioned where necessary.</p> <p>Wellness Action Plan made available to all staff.</p> <p>The RA and plan will be regularly reviewed and discussed with staff and</p>	<p>TB/AV</p> <p>AR</p> <p>AR</p> <p>All</p>

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	<p>Staff are encouraged to provide regular feedback on the school operating plan and this risk assessment. This feedback is recorded and implemented where applicable.</p> <p>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders</p> <p>Staff have access to new/updated Wellness Action Plan</p> <p>Staff workload expectations are clearly communicated</p> <p>Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</p> <p>Staff should continue to undertake twice weekly home tests whenever they are on site until the end of September</p>		<p>parents via email communication and face to face/Inset.</p> <p>Discussed with staff during INSET and/or Staff CPD</p> <p>Staff home testing recommence when staff return in September.</p>	
<p><b>Staff rooms and offices do not allow for observation of ventilation guidelines</b></p>	<p>Ensure offices, staff rooms and large occupancy venues such as halls are well ventilated:</p> <ul style="list-style-type: none"> <li>▪ Mechanical ventilation systems adjusted to increase ventilation rate where possible</li> <li>▪ Natural ventilation – opening windows (these should be opened more fully during breaks)</li> <li>▪ Natural ventilation – if necessary, non-emergency fire evacuation doors may also be used</li> <li>▪ Ensure maintenance records have been updated and reviewed for all mechanical ventilation systems</li> <li>▪ Ensure room capacities have been checked with ventilation contractors in line with guidance</li> </ul>	Y	Open windows in all occupied rooms throughout the building.	All

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	<ul style="list-style-type: none"> <li>▪ Where air filters and CO2 monitoring devices are in situ, ensure these are always in use and maintained. Ensure academy staff understand how the systems work.</li> </ul>			
<b>Cleaning capacity is reduced so that an initial deeper clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</b>	<p>A return-to-work plan for cleaning staff agreed with contracting agencies prior to September opening and in line with current guidance.</p> <p>A cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</p> <p>Daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces.</p> <p>Introduce cleaning of shared resources where required and consider role of our staff (e.g. technicians) in this.</p>	Y	<p>Cleaning schedule agreed through Operation Team.</p> <p>Monitored and reviewed according to need.</p>	PB
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	<p>Cleaning company/team is aware of the guidance for cleaning of non-healthcare settings <a href="#"><u>COVID-19: cleaning of non-healthcare settings guidance</u></a></p> <p>Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</p> <p>Sufficient and suitable equipment is available for the required clean</p> <p>Adequate disposal arrangements are in place to dispose of contaminated waste</p> <p>Cleaning of the area where staff or students are held when falling ill with symptoms during the day.</p>	Y	<p>Communication between AR and PB regarding additional cleaning needs should a suspected case arise.</p>	AR/PB

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
<p><b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b></p>	<p>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</p> <p>Appropriate measures to supervise effective hand washing of young children are in place</p> <p>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</p> <p>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school.</p> <p>Reinforce 'catch it, kill it, bin it' message</p>	Y	<p>Monitoring of stock maintained.</p> <p>Encourage regular hand washing and sanitising verbally and through displays.</p>	<p>PB and Site Team</p> <p>All</p>
<p><b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b></p>	<p>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</p> <p>Plan for equipment and resources per child where possible and avoid the sharing of stationery and other equipment where possible.</p> <p>Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups)</p> <p>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is either cleaned between cohorts or occupied by the same children or young people in one day</p>	Y	<p>Continue cleaning expectations in shared rooms – ICT Suite, Music room, Art Studio.</p> <p>Cleansing wipes available in each room.</p>	<p>All</p> <p>AR/ /Site Team</p>

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	<p>Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</p> <p>The Regional operations Director/Regional Business Lead made aware of any additional financial commitments</p>			
<p><b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</b></p>	<p>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school and to <b>stay at home if unwell</b>.</p> <p>Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</p> <p>This guidance has been explained to staff and pupils as part of INSET training and through regular staff briefings (and the induction process for new starters).</p> <p>Staff are aware of the location of the emergency PPE pack and the situations where its use is mandatory – when dealing with symptomatic students or staff or for close intimate care / first aid.</p> <p>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</p> <p>Report cases immediately to ROD and email <a href="mailto:absent@e-act.org.uk">absent@e-act.org.uk</a> Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.</p> <p>PHE can be contacted on the DFE Helpline via 0800 046 8687 and Option 1</p>	Y	<p>Continue with current practice and communication reminders.</p> <p>All cases reported to <a href="mailto:absent@e-act">absent@e-act</a> promptly.</p> <p>Implement Outbreak Plan based upon guidance from Trust/PHE</p>	<p>AR/SLT</p> <p>AR/TB</p> <p>AR</p>

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	<p>Monday to Friday 08:00-18:00 Saturday to Sunday 10:00-18:00</p> <p>PHE will engage and advise on steps to take following reports by us to them AND if they contact us from wider test and trace in the community.</p> <p>Note trigger of 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19, within a 10-day period; or 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period may result in them taking closer interest in the situation at the Academy as a potential outbreak. This does not include any positive results within the initial LFT at the start of term.</p> <p>Contact with PHE immediately and their advice on next steps is critical as well as notifying the Trust.</p> <p>Nominate a coordinator in the academy who the Trust can regularly liaise with.</p> <p><b>It is a critical system of control that we respond to any infection in line with the detailed PHE guidance and we report every potential case to absent@e-act in order that we can prepare for the potential implications of a subsequent positive result.</b></p> <p>Academies will be sent home test kits that can be handed to staff / parents as required. This stock to be managed and records kept of who it has been provided to.</p> <p>Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure</p>			

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. Always refer to the Regional Operations Director.			
<b>Contractors/Visitors unaware of school's procedures</b>	Contractors and visitors, including parents, must continue to complete Covid-19 screening form before entering the premises. Access must be restricted where the form suggests risk of infection  Where possible, electronic meetings should be the preference	Y	Reception staff to inform visitors of measures in place upon arrival to premises when on site.	VJ
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>	School's isolation room/space has been assessed to ensure social distancing and isolation measures are not compromised  Ensure isolation room is in a location close to main exit to reduce transmission risk when transferring symptomatic cases  Immediate notification to absent@e-act in every case where a student/staff is symptomatic  Must contact Regional Operations or Education Director or Chief Operating Officer in the event that someone in the Academy needs to be isolated  Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. in line with the COVID-19: cleaning in non-healthcare settings outside the home	Y	Remains the same as last academic year	AR
<b>Provision of PPE for staff where required is not in line with</b>	Government guidance on wearing PPE is understood and communicated  Sufficient PPE has been procured through normal stockist	Y	PPE available for staff to use  Additional supplies of PPE available from facilities.	TB and Site Team

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
<b>government guidelines</b>	<p>PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</p> <p>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing.</p> <p>Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</p> <p>For those staff/students who may choose to continue to wear a face covering, ensure small contingency supply of face coverings for people who are struggling to access a face covering, unable to use their face covering or forgotten face covering</p> <p>Ensure small contingency supply of sealable plastic bags to support storage of face coverings</p>			PB/TB and Site Team
<b>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>	<p>Requirements for PPE have been assessed in line with DfE guidelines</p> <p>Sufficient stock ordered using school's usual suppliers</p> <p>Regional Operations Director must be satisfied that arrangements are in place and in line with DfE guidelines</p>	Y	PPE remains available in all locations where intimate care is required.	PB

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
<b>Fire marshals absent due to self-isolation</b>	<p>A staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</p> <p>Sufficient staff appropriately trained in fire marshal duties as required including completion of dedicated Educare module</p>	Y	All support staff are fire marshal trained.	AR/SLT
<b>Statutory compliance has not been completed due to restrictions on building or equipment use</b>	<p>Prior to opening, ensure all required maintenance has been completed with a focus on areas of the building/curriculum which have stopped/reduced due to previous restrictions. As a guide, but not an inclusive list:</p> <ul style="list-style-type: none"> <li>• Legionella e.g. changing rooms</li> <li>• Practical Equipment/Machines e.g. PE, science, technology</li> <li>• Ventilation – ensure all mechanical ventilation/air handling/air conditioning has been serviced</li> </ul>	Y	AR and PB to do check	PB/AR
<b>Public Transport usage and impact on academy.</b>	<p>All pupils to be made aware of the national guidance on using public transport. The government expects and recommends that people wear face coverings in crowded areas such as public transport</p> <p>Pupils choosing to wear masks need to safely store whilst in school.</p>	N/A		
<b>Dedicated School Transport</b>	<p>Where an academy has dedicated school transport please refer to the full guidance on how this should be managed. Pay particular attention to:</p> <ul style="list-style-type: none"> <li>▪ If all on the dedicated transport then pupils travelling on this bus will need to wear face covering and social distance where possible.</li> <li>▪ Hand sanitiser will need to be provided on entry / exit from the bus.</li> </ul> <p>You will need to also engage with the dedicated transport provider on their own risk assessment / prevention control.</p>	N/A		

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Proposed Action	Responsible person
	People aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school			
<b>School Visits</b>	<p>Ensure visits have appropriate financial insurance protection in place in circumstances of COVID-19 related cancellation.</p> <p>From the start of the new school term, you can go on international visits that have previously been deferred or postponed and organise new international visits for the future.</p> <p>Ensure awareness of travel lists and broader international travel policy to identify any risk associated with green, amber and red listing and potential quarantine restrictions. Contingency plans must be in place to account for any changes.</p> <p>Ensure robust risk assessments are in place for all planned visits, domestic and/or international and that they incorporate a section on managing COVID-19 risks.</p>	Y	<p>Appropriate checks for school visits to be maintained with guidance from EVC and RODs where needed.</p> <p>No international trips planned.</p>	All