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# ROAD MAP FOR OPENING FULLY

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JAN 2021: V4

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### Planning Note

As we moved from ‘opening more widely’ to ‘opening fully’, the safety and wellbeing of our staff and children has remained paramount. We remain committed to a participative approach as we build on the strengths provided within our ‘opening more widely’ plans.

Our ‘opening fully’ plans remain based on the hierarchy of measures recommended by the Scientific Advisory Group on Emergencies (SAGE). The DfE guidance supporting the government’s mandate for full opening <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> and <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> remains under review and will be amended as new evidence emerges. This means that all Raedwald Trust planning documents will be reviewed at least fortnightly and always in light of newly published guidance. As has been the case since March 2020, we will continue to adopt a cautious approach. We continue to work closely with our legal advisors to support our risk reduction protocols.

It remains the case that because this is a new virus, we cannot expect the science to be able to give us all the answers. Science can tell us (tentatively and with various levels of confidence) about specific risk. But it cannot tell us everything. As a result, we must be guided by the science

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and seek to do what is right based on the best evidence we have. As a trust, we remain committed to finding optimum solutions meaning we will work together with staff, regulators and families in the interests of our children and our collective future.

## 1. Principles and Context

Following the outbreak of COVID-19, and under the direction of the DfE (March 2020), Raedwald Trust academies were repurposed to offer a 'safe haven' for all of its children. A key aspect of the 'safe haven' model is to secure education *at a distance* in the form of home delivered, digital and onsite learning. Learning onsite has been offered as a last resort to children of key workers and those with specific needs. As the weeks progressed, we experienced an increased need for onsite provision.

From June 1<sup>st</sup>, the Raedwald Trust continued to monitor further DfE guidance about the official re-opening of schools, beginning with the request to open more widely. Across the Raedwald Trust, this meant that we widened our offer for learners in EYFS, Yr1, Yr6, Yr10 and Yr11. From June 1<sup>st</sup> onwards, government guidance was not straightforward and the need to plan measured flexibilities was crucial for our leaders. Public Health and Safeguarding were correctly prioritised as we worked to ensure a broad curriculum offer to as many students as possible in as many different ways as practical. The Road Map to Wider Opening was designed to reassure and support all members of the Raedwald Trust community through increasing the understanding of our safety procedures, and our renewed purpose, as we gradually moved forward and received more students, staff and visitors across our site.

From September 1<sup>st</sup>, our Road Maps to Opening Fully build on the strengths identified by our regulators, legal teams and professional associations. The principles underpinning our planning from the outset, detailed below, remain at our core.

- a. Principles for the Raedwald Trust Community
  - i. The Trust values and ethos are central to all discussions
  - ii. DfE and Public Health England guidance is monitored rigorously and applied in order to minimise the risk of infection
  - iii. Regular and frequent reviews are held between the Trust, leaders across the local area and national partners to ensure Trust actions are interrogated before implementation

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- iv. Site leaders will ensure sites are well maintained, safe and clear by following rigorously the H&S Manual, At A Glance Checklist and COVID-19 Risk Assessments issued by the Trust.
  - v. Site leaders will notify the CEO in the event that they are not able to fulfil the duties laid out in the H&S Manual, At A Glance Checklist, and COVID-19 Risk Protocols.

b. Principles for Staff

- i. The safety of staff will be paramount to minimise the risk of infection
- ii. The staff risk register, maintained by Trust Business Managers, is accurate, updated regularly and used to inform staff work streams and allocations.
- iii. Staff are well informed of all expectations in response to the pandemic both pre and post vaccine.
- iv. The well-being and health of staff engaged in all work streams is considered and appropriate support offered.

c. Principles for Children and Families

- i. The safety and safeguarding of children is of paramount importance. Stringent processes are sustained to offer both proactive and reactive action.
- ii. The establishment of site based routines and behaviours will be shared with children and their families through newsletters, training and effective signage
- iii. Full implementation of the Raedwald Trust Curriculum will ensure a high quality education programme, robust and flexible enough to provide learning continuity in the event of local lockdown or individual learner absence
- iv. Families are able to access additional information about any of our onsite safety processes as required

Our Road Map to Opening Fully is a balance of risk. We will be using the system of controls to prevent infection alongside ensuring pupils have a broad and ambitious curriculum.

## 2. Calculating the Risk

Throughout this document, the risk has been established using the following criteria below.

| Residual Risk rating<br>High (H), Medium (M), Low (L) |  | Likelihood of occurrence |          |        |
|---|--|--------------------------|----------|--------|
|   |  | Probable                 | Possible | Remote |
| Likely impact   | Major: Causes major physical injury, harm or ill-health.       | H                        | H        | H      |
|   | Severe: Causes physical injury or illness requiring first aid. | H                        | M        | L      |
|   | Minor: Causes physical or emotional discomfort.                | M                        | L        | L      |

## 3. Broad Strategic Plans

The following section provides an overview of the measures that will be evaluated by site leaders as they open fully.

| Risk   | Risk Prior to Action | Controls  |  |
|--|----------------------|---|--|
| To minimise the potential spread of Covid-19 |                      | <p><b>Site access arrangements</b></p> <ul style="list-style-type: none"> <li>Staggered start and finish times for staff and children considered to reduce contact.</li> <li>Inauguration of learning hubs confirmed where premises and pupil needs are identified.</li> <li>Controlled and supervised entry to buildings to ensure appropriate child and staff sanitisation is applied</li> <li>Appropriate PPE is worn if identified in DfE guidance</li> <li>Clear signage and distance markers to reinforce basic protocols across the site</li> <li>Where feasible, clearly defined one-way systems minimise the risk of contact.</li> <li>Breaks are supervised in defined open outdoor areas at staggered times (if appropriate)</li> <li>Staggered Lunchtimes - children asked to bring own food to school. Where this is not likely, school to supply individual lunch boxes to children. Designated eating areas with distance markers in place.</li> <li>PPE equipment available in designated room</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>• Regular cleaning of shared areas throughout the day to minimise risk</li> </ul> <p><b>Classroom and other learning spaces</b></p> <ul style="list-style-type: none"> <li>• Where feasible staff and children respect DfE social distancing recommendations with identified adult/child ratios applied</li> <li>• Where appropriate, children are taught in a suite of classrooms or a restricted area of the site or a learning hub to support recommendations as detailed by DfE</li> <li>• Classrooms receive a thorough clean according to DfE Guidance</li> <li>• No shared resources are used in a classroom.</li> <li>• Practical lessons are encouraged with risk reduction protocols in place</li> <li>• Where appropriate, and in line with guidance, face masks and coverings are worn</li> </ul> |  |
|--|--|--|

### 3a. Full Information Source & Considerations Undertaken By the Raedwald Trust

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|--------------------------|---|
| <b>Health and safety</b> | <ul style="list-style-type: none"> <li>• Review health and safety risk assessments ensuring these are based on the Public Health System of Nine Controls in the <u>DfE guidance</u> summarised in annex A below. More information about health and safety risk assessments is set out in annex A of the DfE guidance. Consider using <u>HSE managing risks and risk templates</u>.</li> <li>• Ensure consultation has taken place with all staff and their representatives in line with <u>HSE requirements</u></li> <li>• Ensure statutory site checks are carried out, if required<br/><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> <li>• Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <u>emerging from lockdown</u></li> <li>• Commission cleaning of all sites using <u>guidance on cleaning non-health care settings</u></li> <li>• Assess what PPE is required and purchase thereof <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> </ul> |
|--------------------------|---|

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|---------------------------|---|
|                           | <ul style="list-style-type: none"> <li>• Agree a protocols related to shared items (e.g. books, toys, practical equipment) and approach to cleaning these</li> <li>• Determine and publish the use of face coverings, in line with guidance <a href="https://www.gov.uk/government/publications/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education</a></li> <li>• Review arrangements to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a></li> <li>• Agree a policy and procedures should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (use DfE guidance on the system of controls, response to any infection points 7-9 <a href="#">here</a> and guidance on testing <a href="#">here</a>)</li> <li>• Ensure there is a critical path decision making process/ contingency plan in case of the need for further closures, or scaling back operations, to address local infections (local lockdown guidance can be found <a href="#">here</a>)</li> <li>• Assess transport-related health and safety risks and how these can be mitigated</li> </ul>   |
| <b>Pupils and parents</b> | <ul style="list-style-type: none"> <li>• Assess parental confidence and ensure processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year</li> <li>• Ensure appropriate support and arrangements are in place for pupils with EHC plans</li> <li>• Ensure that pupils most at risk of disengagement/most in need of additional support are identified and support is in place</li> <li>• Ensure parents are encouraged to visit <a href="http://www.gov.uk/backtoschool">www.gov.uk/backtoschool</a> for information and practical guidance to help them plan for their children’s return to school. Leaflets for parents can be downloaded <a href="#">here</a>. Public Health England has published a <a href="#">communications resource hub</a>. Static and animated <a href="#">social media content</a>, <a href="#">posters</a>, <a href="#">digital screens</a> and <a href="#">adaptable assets</a> have also been published.</li> <li>• Audit wider family services supporting mental health, bereavement, domestic violence etc in order to be able to signpost/refer families where required (Public Health England has published <a href="#">guidance on supporting children and young people’s mental health</a>, <a href="#">Every Mind Matters</a> and <a href="#">advice for groups with specific mental health needs</a>)</li> </ul> |
| <b>Workforce and HR</b>   | <ul style="list-style-type: none"> <li>• Review workforce audit. The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce –</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes.</li> <li>• Redeploy staff according to assessments above</li> <li>• Determine whether staff training is required prior to the full return of pupils in September</li> <li>• Review arrangements for staff wellbeing</li> </ul>  |
| <p><b>Curriculum and timetabling</b></p> | <ul style="list-style-type: none"> <li>• Scrutinise the plans for identifying the most important missed knowledge and how this will be covered, within a broad curriculum in all subjects</li> <li>• Ensure the curriculum remains broad and ambitious and that all pupils continue to be taught a wide range of subjects</li> <li>• Ensure that there is a staffing plan and timetable for each site, including any special arrangements where necessary and practicable e.g. staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements, hub classrooms</li> <li>• Scrutinise the plan for spending any allocation of tuition funding and ensure curriculum alignment and relevant training is in place (Education Endowment Foundation guidance can be found <a href="#">here</a>)</li> <li>• Scrutinise plans for how remote education (digital and paper based) will be offered where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown (online learning resources <a href="#">here</a>, Oak National Academy <a href="#">here</a>, technology support <a href="#">here</a>, guidance for parents on supporting home learning <a href="#">here</a>, guidance for parents of children with SEND to support home learning <a href="#">here</a> and EEF best evidence in remote learning can be found <a href="#">here</a> - there is also a <a href="#">summary</a> of findings and a <a href="#">toolkit</a> to support home learning. DfE has also published case studies using various methods to <a href="#">adapt the curriculum for remote education</a> to best meet the needs of pupils and <a href="#">adapt teaching practice for remote education</a> and <a href="#">keep pupils engaged</a></li> <li>• Review the approach to physical activity within the school day, ensuring pupils remain in consistent groups where possible, sports equipment is thoroughly cleaned between each use, contact sports are avoided and outdoor sports are prioritised where possible, and large indoor spaces used where not, maximising distancing between pupils and paying attention to cleaning and hygiene.</li> <li>• Review the use of external providers and dual placement schools and consider how such provision will work alongside their wider protective measures.</li> </ul> |

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| <b>Policies and procedures</b>     | <ul style="list-style-type: none"> <li>● Review the following policies and procedures and if you have addendums to policies consider whether these need to be amended or removed: <ul style="list-style-type: none"> <li>- Health and safety</li> <li>- Child protection and safeguarding (safeguarding and remote education <a href="#">here</a>)</li> <li>- Attendance</li> <li>- Behaviour</li> <li>- Exclusions</li> <li>- Pastoral/Welfare</li> </ul> </li> <li>● Consider whether enhanced safeguarding and welfare provision needs to be put in place – plan for the potential increase in disclosures and welfare needs including mental health</li> <li>● Amend procedures for fire drills</li> <li>● Assess whether any other trust a policies and procedures need to be reviewed and amended</li> <li>● Consider whether any delegations in your scheme of delegation need to be amended or stood down</li> </ul> |
| <b>Supply chains and contracts</b> | <ul style="list-style-type: none"> <li>● Scrutinise plans to open school kitchens and compliance with the <a href="#">guidance for food businesses on COVID-19</a></li> <li>● Refer to guidance for securing free school meals <a href="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/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a></li> <li>● Reactivate and amend catering and/or cleaning contracts,</li> <li>● Reactivate supply chains if this has not already been done</li> <li>● Check suppliers know and understand the system of controls and hygiene arrangements</li> <li>● Agree approach to any scheduled or ongoing building works in relation to safety</li> </ul>  |
| <b>Communications</b>              | <ul style="list-style-type: none"> <li>● Plan and agree communications to staff, including but not limited to: <ul style="list-style-type: none"> <li>- Arrangements for keeping staff and pupils safe</li> <li>- Staff deployment and attendance expectations</li> <li>- Curriculum and timetabling</li> <li>- Workload and wellbeing</li> <li>- Training</li> </ul> </li> <li>● Plan and agree communications to parents/carers, including but not limited to: <ul style="list-style-type: none"> <li>- Attendance expectations</li> </ul> </li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Uniform expectations</li> <li>- The curriculum</li> <li>- Transport</li> <li>- Dropping off and picking up</li> <li>- Parents/ carers visiting the school</li> <li>• Agree the frequency of communications with parents or delegate to school-level</li> </ul> |
|--|---|

|                               |  |
|-------------------------------|--|
| <b>Financial impacts</b>      | <ul style="list-style-type: none"> <li>• Ensure additional cost pressures due to COVID-19 have been identified and an end-of-year forecast which factors them in has been produced for the board</li> <li>• Assess eligibility for financial support (DFE has published <a href="#">guidance</a> on the financial support schools and trusts will receive to reimburse them for exceptional costs incurred during COVID-19. These relate to increased premises-related costs; support for free school meals for eligible children who are not attending school and where those costs are not covered by the FSM national voucher scheme and additional cleaning costs)</li> <li>• Assess impact on reserves and review reserves policy</li> <li>• Assess impact on three-year financial strategy</li> <li>• Explore additional sources of income</li> <li>• Review policy and procedures related to fraud (see <a href="#">Fraud Control in Emergency Management: COVID-19 UK government guide</a>)</li> </ul> |
| <b>Educational impacts</b>    | <ul style="list-style-type: none"> <li>• Keep educational impacts under review – ensure a trust-wide plan is in place to assess educational impacts, specifically gaps in learning, and that the plans address these in the short and medium term (see curriculum section above)</li> </ul>  |
| <b>Regulatory environment</b> | <ul style="list-style-type: none"> <li>• Review the new regulatory requirements in the <a href="#">Academies Financial Handbook</a> which comes into place in September 2020 Agree a plan for internal scrutiny</li> <li>• Agree the arrangements for external audit and associated returns - ESFA has confirmed that the current timetable should remain</li> </ul>   |

|                                   |   |
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|                                   | <ul style="list-style-type: none"> <li>Keep under review the statutory timescales for returns that have been paused or deferred - ESFA published <u>guidance</u> on reducing burdens which includes a full list of returns that have been cancelled, paused or deferred</li> </ul>  |
| <b>Accountability environment</b> | <ul style="list-style-type: none"> <li>Review the arrangements for accountability and the performance management policy in the light of DfE <u>guidance</u> on how school and trust external accountability will be handled this year. (Schools and trusts will not be held to account based on exams and assessment data from summer 2020 and data will not be used by others, such as Ofsted and local authorities, to hold schools and trusts to account). Clarification on 2021 pending.</li> </ul> |

### The Public Health System of Controls

The system of nine controls is the set of actions schools MUST take, grouped into ‘prevention’ and ‘response to any infection.’

There is a lot of detailed guidance about the system of controls including how to group children, measures within the classroom, measures elsewhere and measures for arriving at and leaving site. Sites must work through the system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their site, and allows you to deliver a broad and balanced curriculum. If you follow the guidance set out here, you will effectively reduce risks in the school or groups of schools and create an inherently safer environment.

|               |  |
|---------------|--|
| A. Prevention | <ol style="list-style-type: none"> <li>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>2) clean hands thoroughly more often than usual</li> <li>3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</li> <li>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>5) minimise contact between individuals and maintain social distancing wherever possible</li> <li>6) where necessary, wear appropriate personal protective equipment (PPE)</li> </ol> <p>Numbers 1 to 4 must be in place in all schools, all the time.<br/> Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances (see further detail in the guidance)<br/> Number 6 applies in specific circumstances</p> |
|               |  |

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| B. Response to any infection | <p>7) engage with the NHS Test and Trace process</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p> |
|------------------------------|---|

Additionally, the Raedwald Trust monitors regularly the overview of scientific advice and information on COVID-19 which can be found [here](#). It should be noted that papers from SAGE meetings are being published in tranches. The first batch was released on 20th March and further batches will be released every couple of weeks. The list of papers released to date is available by following this [link](#), including several schools-related papers. This list will be updated to reflect papers considered at future meetings.

Find below our key data source website addresses, in full.

|   |   |
|---|---|
| Actions and Guidance to open fully September 2020   | <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>   |
| Preparing for the wider opening of schools  | <a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a>   |
| Opening schools for more children and young people – initial planning framework for schools in England (archived) | <a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england</a> |
| Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 (archived)           | <a href="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/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</a>   |
| Implementing protective measures in education and childcare settings  | <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>   |
| Closure of educational settings – information for parents and carers  | <a href="https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers">https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers</a>   |
|   | <a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a>   |
| New national restrictions from 5 November 2020.   | <a href="https://www.gov.uk/guidance/new-national-restrictions-from-5-november#going-to-school-college-and-university">https://www.gov.uk/guidance/new-national-restrictions-from-5-november#going-to-school-college-and-university</a>   |
| Education & Childcare settings – new national restrictions from 5 <sup>th</sup> November 2020                     | <a href="https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020?utm_source=7427a8d7-6fbd-4315-b29f-">https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020?utm_source=7427a8d7-6fbd-4315-b29f-</a>   |

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|   | <a href="https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020?utm_source=7427a8d7-6fbd-4315-b29f-2c648cfb91a1&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate#schools">2c648cfb91a1&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate#schools</a>  |
|   | <a href="https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020?utm_source=7427a8d7-6fbd-4315-b29f-2c648cfb91a1&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate#childrens-social-care-vulnerable-and-disadvantaged-children-and-young-people">https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020?utm_source=7427a8d7-6fbd-4315-b29f-2c648cfb91a1&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate#childrens-social-care-vulnerable-and-disadvantaged-children-and-young-people</a> |
| Working safely during Coronavirus                                   | <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/homes">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/homes</a>   |
| Actions for schools during the Coronavirus outbreak                 | <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=7%20January%202021%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=7%20January%202021%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19</a>   |
| Schools and childcare settings return in January 2021               | <a href="https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021">https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021</a>   |
| Covid 19 contingency framework for education and childcare settings | <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings</a>   |
| Covid 19 asymptomatic testing in schools and colleges               | <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges</a>   |
| Remote education  | <a href="https://get-help-with-remote-education.education.gov.uk/">https://get-help-with-remote-education.education.gov.uk/</a>   |
| <b>HSE PUBLISHED COVID-19 GUIDANCE</b>                              |   |
| How will the HSE regulate during COVID-19                           | <a href="https://www.hse.gov.uk/news/hse-regulatory-activity-during-coronavirus.htm">https://www.hse.gov.uk/news/hse-regulatory-activity-during-coronavirus.htm</a>   |
| Summary Guidance  | <a href="https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf">https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf</a>   |
| RIDDOR Reporting of COVID-19  | <a href="https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm">https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm</a>   |
| Face masks face fit testing   | <a href="https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm">https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm</a>   |
| Work equipment examinations and testing                             | <a href="https://www.hse.gov.uk/news/work-equipment-coronavirus.htm">https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</a>   |
| How to manage legionella risk during COVID-19                       | <a href="https://www.hse.gov.uk/news/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/legionella-risks-during-coronavirus-outbreak.htm</a>   |
| Protecting home workers during COVID-19                             | <a href="https://www.hse.gov.uk/toolbox/workers/home.htm">https://www.hse.gov.uk/toolbox/workers/home.htm</a>   |
| Drivers welfare and hours of work                                   | <a href="https://www.hse.gov.uk/news/drivers-transport-delivery-coronavirus.htm">https://www.hse.gov.uk/news/drivers-transport-delivery-coronavirus.htm</a>   |
| First aid cover   | <a href="https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm">https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm</a>   |
| Talking with workers about preventing COVID-19                      | <a href="https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf">https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf</a>   |
| Register for alerts   | <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>  |
| <b>OTHER GUIDANCE</b>   |   |

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| Comprehensive and up to date list of employees who are classified as clinically extremely vulnerable and clinically vulnerable | <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/guidance-for-households-with-grandparents-parents-and-children-living-together-where-someone-is-at-increased-risk-or-has-symptoms-of-coronavirus-cov">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/guidance-for-households-with-grandparents-parents-and-children-living-together-where-someone-is-at-increased-risk-or-has-symptoms-of-coronavirus-cov</a><br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874011/Stay_at_home_guidance_diagram.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874011/Stay_at_home_guidance_diagram.pdf</a> |
|  | <a href="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">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</a>  |
| Risk assessment  | <a href="https://www.hse.gov.uk/services/education/example-risk-assessments.htm">https://www.hse.gov.uk/services/education/example-risk-assessments.htm</a>  |

## Appendix 1 – Detailed Risk register for (enter name of academy)

**Assessment Created by:** (enter name of person responsible on site)

**Assessment created on:**

**Assessment covers:** Staff, pupils, contractors, visitors, volunteers

| Residual Risk rating<br>High (H), Medium (M), Low (L) |  | Likelihood of occurrence |          |        |
|---|--|--------------------------|----------|--------|
|   |  | Probable                 | Possible | Remote |
| Likely impact   | Major: Causes major physical injury, harm or ill-health.       | H                        | H        | H      |
|   | Severe: Causes physical injury or illness requiring first aid. | H                        | M        | L      |
|   | Minor: Causes physical or emotional discomfort.                | M                        | L        | L      |

| Area for Concern<br>(Children)  | Risk Rating<br>Prior to<br>Action | Control Measures   | In Place<br>(Yes/No) | Further Action/Comment | Residual<br>Risk Rating<br>(H/M/L) |
|---|-----------------------------------|--|----------------------|------------------------|------------------------------------|
| 1. Spread of Covid-19 Coronavirus (Generic – more detailed information below) |                                   | <ul style="list-style-type: none"> <li>Stringent hand washing taking place.</li> <li>See hand washing guidance.</li> <li><a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></li> <li>Drying of hands with disposable paper towels. <a href="https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/">https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/</a></li> <li>If the local area moves to the local Covid alert level High or Very High we will communicate quickly and clearly to staff, parents and pupils regarding new arrangements requiring use of face coverings in certain circumstances.</li> </ul> |                      |                        |                                    |

|    |  |  |   |  |  |  |
|----|--|--|---|--|--|--|
|    |  |  | <a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a> |  |  |  |
| 2. | Is there access to enough sinks with hot water and soap for the number of students and staff in school?    |  |   |  |  |  |
| 3. | Appropriate signage alerting all staff, children to the need for high standards of hygiene is not in place |  |   |  |  |  |
| 4. | Action if children refuse PPE guidance or break site based arrangement                                     |  | Child supervised during personal washing<br>Further training is provided for child  |  |  |  |
| 5. | Child develops Covid19 symptoms during the day   |  | Cleaning takes place in the areas occupied by the child<br>Protocols for the cleaning of the areas visited by child are adhered to  |  |  |  |
| 6. | On entry to building identifying cleaning stations and appropriate use guidance                            |  | Children trained in the correct use of cleaning stations<br>Children understand the impact and sanctions relating to the incorrect or lack of use of stations   |  |  |  |

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|-----|--|--|--|--|--|--|
| 7.  | Children who are vulnerable in terms of personal hygiene standards |  | <p>Staff support the home environment in ensuring that personal hygiene habits are improved.</p> <p>Child's risk assessment updated and available on School Pod</p>  |  |  |  |
| 8.  | Catering arrangements to avoid the risk of the spread of the virus |  | <p>Children to bring their own refreshments on site unless identified as unable</p> <p>Children in need have food delivered to them</p>  |  |  |  |
| 9.  | Children do not display symptoms but later found to have the virus |  | <p>Make family aware of their responsibility to self-isolate.</p> <p>Track and trace within site to identify and inform all those who may have been in contact to self-isolate</p> <p>If there are siblings within and at primary schools, make centres aware of the need for isolation.</p>   |  |  |  |
| 12. | Unwell children attend the school.                                 |  | <p>Make family aware of their responsibility to self-isolate</p> <p>Isolate the child and contact family</p> <p>Decide how the child will return home safely</p> <p>Track and trace within site to identify and inform all those who may have been in contact to self-isolate</p> <p>If there are siblings within and at primary schools, make centres aware of the need for isolation</p> |  |  |  |
| 13. | Siblings are reported to have been taken ill during the school day |  | <p>Make family aware of their responsibility to self-isolate.</p> <p>Isolate the child and contact family</p> <p>Decide how the child will return home safely</p>  |  |  |  |

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|     |  |  | Track and trace within site to identify and inform all those who may have been in contact to self-isolate.   |  |  |  |
| 14. | Curriculum coverage and delivery arrangements  |  | <p>Pre-plan the areas of curriculum that can be delivered remotely or by independent learning.</p> <p>Pre-plan phased approach to curriculum delivery based on proportions of child attending over a given time to ensure student coverage and to keep children 'in-step'.</p> <p>Design and deliver a 'recovery curriculum' (see Barry Carpenter's work) focussing on learner wellbeing and health.</p> <p>Site arrangements take into account resource need such as Labs/workshops/ICT suites.</p> |  |  |  |
| 15. | Power, ICT, landline or phone outage   |  | <p>Prepare cascaded manual communication protocols to ensure the safety of children.</p> <p>Agree protocols to release children and send home if safe to do so</p>   |  |  |  |
| 16. | Child injury requiring close physical support  |  | <p>Agree team with PPE and skills to intervene</p> <p>Follow emergency service advice on movement or securing the area by removing other occupants</p> <p>Agree route by emergency services to the patient</p>   |  |  |  |
| 17. | Children potentially spreading virus by using written workbooks (or school-based textbooks) that require teacher marking |  | <p>Books to be stored for agreed time to ensure minimal risk of viral transfer.</p> <p>Where appropriate, children responsible for self-assessment.</p>  |  |  |  |
| 18. | Working with children who have needs meaning they  |  | Staff must follow the site baed social distancing rules for both staff and children  |  |  |  |

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|     | are operating within special school guidelines   |  | <p>Arrangements for vulnerable students must be in place, particularly where they may not understand why social distancing is taking place</p> <p>Support staff to take care to clean between different lessons or groups – if this approach has been agreed</p> <p>RT Risk Assessment outlines risk reduction measures for children with specific needs</p> |  |  |  |
| 19. | Maintenance of class room ventilation  |  |  |  |  |  |
| 20. | Isolation of children contaminates area while waiting to be collected from site owing to family illness or child becoming unwell |  | Contact networks are used to warn those who may have been in contact   |  |  |  |
| 21. | Identification issues concerning vulnerable children upon return to site   |  | <p>Known vulnerable lists reviewed and new concerns added</p> <p>Students filtered ‘out’ rather than ‘in’ to vulnerable group</p> <p>Heightened awareness of vulnerability by all staff – including the wellbeing of students</p>  |  |  |  |
| 22. | Relevant medical conditions of all children attending the site during this time has changed                                      |  | <p>Raised awareness of all site teams of the need to respond to well-being as well as physical medical conditions</p> <p>Children deemed vulnerable if there are recent concerns relating to the return to site</p>  |  |  |  |
| 23. | Transportation difficulties of   |  | Social distancing agreements between site and transport which include children only travelling in the rear of vehicles.  |  |  |  |

|                          | children attending school who usually use buses or taxis.                  |                             | Communication by transport companies where drivers report sickness - resulting in child isolation.  |                   |                        |                              |
|--------------------------|--|-----------------------------|---|-------------------|------------------------|------------------------------|
| 24.                      | Group size in relation to social distancing guidelines                     |                             | Extended leadership takes a view and acts according to the safe operating within the environment available<br><br>The Trust makes clear to families of the rationale for decisions regarding child numbers in rooms   |                   |                        |                              |
| 25.                      | Fire evacuation arrangements render the social distancing redundant.       |                             | Protocols agreed for the movement of children during fire evacuation. At meeting point, COVID19 site specific physical distancing procedures apply  |                   |                        |                              |
| 26.                      | Potential for spreading virus during social times                          |                             | Breaks and movement reduced to a minimum<br><br>Staggered starts adhered to   |                   |                        |                              |
|                          |  |                             |   |                   |                        |                              |
| Area for Concern (Staff) |  | Risk Rating Prior to Action | Control Measures  | In Place (Yes/No) | Further Action/Comment | Residual Risk Rating (H/M/L) |
| 1.                       | Spread of Covid-19 Coronavirus (Generic – more detailed information below) |                             | <ul style="list-style-type: none"> <li>Stringent hand washing taking place.</li> <li>See hand washing guidance.</li> <li><a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></li> <li>Drying of hands with disposable paper towels.</li> <li><a href="https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/">https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/</a></li> </ul> |                   |                        |                              |

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|    |   |  | <ul style="list-style-type: none"> <li>• Staff encouraged to protect the skin by applying emollient cream regularly</li> <li>• <a href="https://www.nhs.uk/conditions/emollients/">https://www.nhs.uk/conditions/emollients/</a></li> </ul> <p><a href="https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people">https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people</a></p> <p>If the local area moves to the local Covid alert level High or Very High we will communicate quickly and clearly to staff, parents and pupils regarding new arrangements requiring use of face coverings in certain circumstances.</p> <p><a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a></p> |  |  |  |
| 2. | Is there access to enough sinks with hot water and soap for the number of students and staff in school? |  |   |  |  |  |
| 3. | Supply and quality of PPE availability is insufficient in school  |  | Where stocks are low and at risk of running out, Central Team are informed and appropriate plans are made to close down the site  |  |  |  |
| 4. | Regime of cleaning within the site  |  | All cleaning staff are specifically trained in deep cleaning  |  |  |  |
| 5. | Appropriate signage alerting all staff, students to the need for high standards of                      |  |   |  |  |  |

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|     | hygiene is not in place   |  |  |  |  |
| 6.  | Safety protocols not clearly displayed and understood by all                  |  | <p>Safety procedures are reviewed to ensure that the site based social distancing protocols provided by the DfE for AP settings can be adhered to at all times</p> <p>Fire evacuation procedures are reviewed and adjusted to allow for social distancing protocols</p> <p>There is agreement and signage relating to any site reorganisation that takes place</p> |  |  |
| 7.  | Staff /child interactions if restraint is required                            |  | <p>Protocols are clear when this type of incident takes place.</p> <p>Protocols are derived from DfE guidance</p>  |  |  |
| 8.  | Site lapse in following Government or locally agreed guidance                 |  | <p>Protocols written as a result of initial guidance to be re-evaluated</p> <p>Named site staff member responsible for continued monitoring and recording quality control of systems tightens systems</p>  |  |  |
| 9.  | ICT equipment is not cleaned  |  | Protocol for cleaning including timings and responsibilities   |  |  |
| 10. | Science , Technology and practical subjects arrangements and use of equipment |  | Protocol for cleaning including timings and responsibilities   |  |  |
| 11. | Physical Education arrangements and use of equipment                          |  | <p>Protocol for cleaning including timings and responsibilities</p> <p>Clear cleaning roles, timings and people responsible are clarified and monitored by HoS</p> <p>Records maintained of equipment cleaning</p>   |  |  |
| 12. | Music education arrangements  |  | Protocol in the sharing of instruments to be prepared and adhered to   |  |  |

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|     | and use of equipment   |  | Classroom protocols to apply to be applied for all group rehearsals  |  |  |  |
| 13. | Staff member develops Covid19 symptoms during the day  |  | Isolation protocols are agreed for those staff demonstrating high temperatures<br><br>Contact networks are attempted to warn those who may have been working in proximity to staff   |  |  |  |
| 14. | On entry to building cleaning stations are not used correctly  |  | Staff trained in the correct use and importance of cleaning stations   |  |  |  |
| 15. | Control measures for high risk visitors (eg key worker NHS staff) bringing the Covid19 virus into site inadvertently.  |  | Protocols are agreed relating to visitors who should be allowed into the site<br><br>Protocols are in place for the impact of Ofsted inspectors visiting the school<br><br>Protocols are in place for other visitors, such as Governors, LA representatives or external professionals to ensure the safety of staff and students<br><br>Protocols are in place for staff and student movement as a result of emergency services called to the school |  |  |  |
| 16. | HoS/DSL staff are aware of those required to attend or be at home on a particular day<br><br>Calling systems for students at home are well established and utilised for ALL students |  | staff are aware of those required to attend or be at home on a particular day<br><br>Attendance recording methodology ensures that students are safe<br><br>Calling systems for students at home are well established and utilised for ALL students<br><br>There is an agreement as to how attendance will be recorded for statistical purposes  |  |  |  |

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| 17. | Children who are vulnerable in terms of personal hygiene standards |  | <p>Protocols exist for staff to support children who have personal hygiene issues</p> <p>Staff ensure that these children are using the hygiene stations appropriately</p> <p>Staff support the home environment in ensuring that personal hygiene habits are improved.</p>  |  |  |  |
| 18. | Dealing with the concerns of Unions and staff associations         |  | <p>Professional associations are included in discussions and informed of the rationale of key decisions</p> <p>Where necessary, HR professionals support staff relating to any concerns regarding their personal safety</p>  |  |  |  |
| 19. | Dealing with control measures responses                            |  | <p>Through QA procedures, gaps in control measures are responded to rapidly</p> <p>At all levels, concerns regarding control measures should be reported and action taken where necessary</p> <p>There may be a consideration for a control measures group to be formed which involves senior and premises staff</p> |  |  |  |
| 20. | Guidelines are not followed by a staff member                      |  | <p>Response by line manager and, where necessary HR to correct the position</p> <p>Training is provided to ensure that the member of staff understands the rationale behind the protocol or procedure.</p>   |  |  |  |
| 21. | Dealing with communications with staff                             |  | <p>The communication of control measures should be regularly tested by key staff</p> <p>Gaps in knowledge should lead to a training event for staff</p> <p>Any incident should be evaluated for learning and possible adaptation to systems</p> <p>Communication systems should be reviewed</p>                      |  |  |  |
| 22. | Staff member fails to report a family member                       |  | <p>A decision to isolate and remove the staff member from the premises should be taken as a priority</p>   |  |  |  |

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|     | confirmed positive for the virus                                     |  | <p>Contact networks should be established where possible and those people should isolate</p> <p>The staff member should be communicated with by TBM</p>  |  |  |  |
| 23. | Staff member fails to report that they are unwell but attends school |  | <p>A decision to isolate and remove the staff member from the premises should be taken as a priority</p> <p>Contact networks should be established where possible and those people should isolate</p> <p>The staff member should be communicated with</p>  |  |  |  |
| 24. | Issues arising from levels of staff absence                          |  | <p>Site leaders analysis of staffing confirms the absence figures</p> <p>Staff availability drives the decision on numbers of students possible to teach in school</p> <p>Consideration of the safe redeployment of trust staff</p> <p>Decision on the site priority in terms of year group / proximity to examination / vulnerability and previous time in school</p> <p>A joint decision is based on the possibility of a medium-term adjustment to the timetable rather than any short-term changes to ensure that there is continuity.</p> <p>The rationale of the decision is shared widely to ensure understanding by all, including staff, students, parents and the public</p> |  |  |  |
| 25. | Dealing with supply staff arrangements                               |  | <p>A decision to isolate and remove the staff member from the premises should be taken as a priority</p> <p>Contact networks should be established where possible and those people should isolate</p> <p>The staff member should be communicated with</p>  |  |  |  |
| 26. | Catering arrangements  |  | <p>Arrangements for the consumption of food must follow agreed social distancing protocols.</p>  |  |  |  |

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|     |  |  | All food to be pre packed and individually portioned   |  |  |  |
| 27. | Cleaning staff absence   |  |  |  |  |  |
| 28. | Dual placements accessed by vulnerable students                                      |  | Significant controls required as contact and infection risk increased<br><br>Coordination between centres to facilitate single placement   |  |  |  |
| 29. | Virus confirmed positive for staff member who was in school the previous day or week |  | Track and trace within site to identify and inform all those who may have been in contact to self-isolate<br><br>Decide if necessary, to lock down area/campus for deep clean<br><br>Remind staff member of the importance to self-isolate   |  |  |  |
| 30. | Amended curriculum coverage  |  | Pre-plan the areas of curriculum that can be delivered remotely or by independent learning<br><br>Pre-plan phased approach to curriculum delivery based on proportions of students attending over a given time to ensure student coverage and to keep students 'in-step'. Recovery Curriculum applied<br><br>Site arrangements take into account resource need such as Labs/workshops/ICT suites<br><br>Pre-plan for each key stage and year group the resource needs for staged return to school<br><br>Pre-plan to identify gaps within school populations through on entry assessment |  |  |  |
| 31. | Power, ICT, landline or phone outage   |  | Prepare cascaded manual communication protocols to ensure the safety of staff<br><br>Agree protocols to release and send staff home if safe to do so   |  |  |  |

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| 32. | Staff injury requiring close physical support  |  | <p>Agree team with PPE and skills to intervene</p> <p>Follow emergency service advice on movement or securing the area by removing other occupants</p> <p>Agree route by emergency services to the patient</p> <p>Team to clean themselves and remove/replace PPE</p>       |  |  |  |
| 33. | Students potentially spreading virus by using written workbooks (or school-based textbooks) that require teacher marking |  | Books to be stored for agreed time to ensure minimal risk of viral transfer   |  |  |  |
| 34. | Staff lending equipment for lessons  |  | <p>Every student to be required to be self-contained in terms of writing equipment at all times</p> <p>No sharing of equipment to take place</p>  |  |  |  |
| 35  | Staff operating with students within special school guidelines   |  | <p>Staff must follow the social distancing rules for both staff and students</p> <p>Arrangements for vulnerable students must be in place, particularly where they may not understand why social distancing is taking place – recorded on individual RT Risk Assessment</p> |  |  |  |
| 36. | Maintenance of class room ventilation  |  |   |  |  |  |
| 37. | Inefficient distribution of 'critical' or 'key workers' defined for each scenario  |  | Site leads ensure 'safe' ratios are adhered to  |  |  |  |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 38. | Relevant medical conditions of all staff attending the school during this time has changed         |  | <p>Raised awareness by site of the need to respond to well-being as well as physical medical conditions</p> <p>Staff deemed vulnerable if there are recent concerns relating to the return to school</p>   |  |  |  |
| 39. | Transportation difficulties of staff attending school who usually use buses or taxis.              |  | <p>Staff reminded of the need for social distancing on transport</p> <p>Staff reminded of the need to adopt strict personal cleaning regime on arrival to school</p>   |  |  |  |
| 40. | Vulnerable staff (those with underlying health conditions, pregnant women and BAME) risk infection |  | <p>TBM aware of staff who may feel vulnerable and maintain contact regularly</p> <p>Staff asked to make the trust aware of likely vulnerability of family members</p> <p>site adopts a protocol for staff members who consider themselves more vulnerable</p>  |  |  |  |
| 41. | Staff who live with or care for vulnerable people working from home risk infection                 |  | <p>TBM aware of staff who may feel vulnerable and maintain contact regularly</p> <p>Staff asked to make the trust aware of likely vulnerability of family members</p> <p>Site adopts a protocol for staff members who consider themselves more vulnerable</p> <p>TBM and Associations maintain close working relationships to avoid potential difficulties</p> |  |  |  |
| 42. | Support for staff working  |  | <p>Site and Trust vulnerable to action by Associations for perceived lack of care and safety</p> <p>Quality Assurance and Quality Control of all systems are well documented</p>   |  |  |  |

| 43.                         | Staff meeting with parents and carers re risk infection                    |                             | Staff / families contact should take place digitally or within adult social distancing norms  |                   |                        |                              |
|-----------------------------|--|-----------------------------|---|-------------------|------------------------|------------------------------|
| 44.                         | Fire evacuation arrangements render site based social distancing redundant |                             | Protocols agreed for the movement of children during fire evacuation  |                   |                        |                              |
| 45.                         | Potential for spreading virus during social times                          |                             | Breaks and movement reduced to a minimum<br><br>Staggered starts adhered to   |                   |                        |                              |
| 46                          | Leader visibility to safeguard site and community                          |                             | Redeployment of leaders to provide for improved 'gate keeping'  |                   |                        |                              |
|                             |  |                             |   |                   |                        |                              |
| Area for Concern (Visitors) |  | Risk Rating Prior to Action | Control Measures  | In Place (Yes/No) | Further Action/Comment | Residual Risk Rating (H/M/L) |
| 1.                          | Spread of Covid-19 Coronavirus (Generic – more detailed information below) |                             | <ul style="list-style-type: none"> <li>• Stringent hand washing taking place.</li> <li>• See hand washing guidance.</li> <li>• <a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></li> <li>• Drying of hands with disposable paper towels.</li> <li>• <a href="https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/">https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/</a></li> <li>• Staff encouraged to protect the skin by applying emollient cream regularly</li> </ul> |                   |                        |                              |

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|    |   |  | <ul style="list-style-type: none"> <li>• <a href="https://www.nhs.uk/conditions/emollients/">https://www.nhs.uk/conditions/emollients/</a></li> </ul> <p><a href="https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people">https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people</a></p> <p>If the local area moves to the local Covid alert level High or Very High we will communicate quickly and clearly to staff, parents and pupils regarding new arrangements requiring use of face coverings in certain circumstances. <a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a></p> |  |  |  |
| 2. | On entry to building cleaning stations are not used correctly   |  | Visitors trained in the correct use of cleaning stations   |  |  |  |
| 3. | Control measures for high risk visitors (eg key worker NHS staff) bringing the Covid19 virus into site inadvertently. |  | Visitors trained in the correct use of cleaning stations   |  |  |  |
| 4. | Children who are vulnerable in terms of personal hygiene standards  |  | Staff support the home environment in ensuring that personal hygiene habits are improved.  |  |  |  |
| 5. | Catering arrangements   |  | Suppliers and deliveries must follow the arrangements agreed regarding any visitor to the site   |  |  |  |

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| 6.  | Children do not display symptoms but later found to have the virus  |  | Make family aware of their responsibility to self-isolate   |  |  |  |
| 7.  | Unwell children attend the site   |  | Make family aware of their responsibility to self-isolate   |  |  |  |
| 8.  | Siblings are reported to have been taken ill during the day   |  | Make family aware of their responsibility to self-isolate   |  |  |  |
| 9.  | Isolation of child contaminates area while waiting to be collected from site owing to family illness or child becoming unwell |  | Family reminded of responsibility to socially isolate<br><br>Site specific isolation procedures: (please insert)  |  |  |  |
| 10. | Transportation difficulties of children attending school who usually use buses or taxis.                                      |  | Social distancing agreements between school and transport which include students only travelling in the rear of vehicles<br><br>Communication by transport companies where drivers report sickness - resulting in student isolation |  |  |  |

## Appendix 2: Site Re-Opening Checklist



To be completed in conjunction with the RT Risk Register Document.

Site:

Assessment made by:

Person Responsible:

Last Updated: 1<sup>st</sup> June 2020

| People and HR   | Premises                                      | Curriculum  | Timetable  | Health and Safety and Public Health  | Safeguarding and Welfare  | Routines   | Transport                                 | Communication   |
|---|---|---|--|--|---|--|---|---|
| PPE for Staff as gov guidance – TBM to set up store   | Allocate a quarantine room – HoS              | HoS Risk Managing own curriculum needs – statement from each site to central team | Staff to pupil plan produced by HoS outlined on RA | All desks, door handles and touch points cleaned with disinfectant, – HoS to produce RA and oversee                      | Contactless thermometers to be use to log individuals temp on site based spreadsheet – HoS to oversee | Hand shaking to be discouraged - Letters to be sent HT/HoS | Home visits via Taxi - RA being rewritten | Being a clean school will be a priority for families.– HoS weekly contact with families |
| PPE for First Aiders – TBM to set up site based store | Allocate full time high contact area cleaning | Review of classrooms and child allocation – HoS to submit                         | Where possible students remain                     | Children told to arrive with thoroughly washed hands, and must wash hands and use the hand sanitisers that are placed at | Infection control training for students   | Classrooms and offices to have a clear desk                | Vehicles to be cleaned after use          | Ensure the cleaning of toilet cubicles is agreed and                                    |

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|  | rota – TBM to lead through contract or other   | access plan to TBM  | together and in the same classroom at the same desks – HoS to submit plan | entrances and in classrooms – HoS to produce RA & oversee   | - Virtual ‘assembly’ before return. HoS to oversee            | policy in place - Policy change HT/HoS  | (HoS to oversee)                         | adhered to – TBM Discussion with cleaning staff  |
| Staff to be asked to follow guidelines Weekly update from TBM  | Toilets area to be cleaned frequently – Record sheet to be produced and used HoS to manage | Changing room Risk Assessment produced by site leaders (sport/off site)                   |   | Parents and visitors are not allowed on the school premises at all ( unless on the allowed list kept at reception)- HoS |   | Individual stationery sets allocated to each staff member and students – no sharing of equipment HoS to oversee | Consider how children arrive (HoS to RA) | Spot checks on cleaning are carried out – TBM to establish routine                         |
| Review receptions for protective measures – TBM /HoS to review |  | Science/Food/DT/ Music practical lessons to be modified (HoS to produce Risk Assessments) |   | Hand sanitiser stations to be put around the building especially at entrance and exit areas – HoS to oversee            | Parents evening to be done remotely - - HT/CEO to send letter | Children with symptoms need to stay home until a test has been taken and/or the period of                       |  | Catering/ cleaning staff must wear PPE to prevent contamination - Discussion with cleaning |

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|  |  |  |  |  |   | isolation has been completed. Children who come to school with symptoms are sent home immediately |  | and catering company |
| Infection control training for all staff – TBM to locate- (e course)                               | Yellow bins to be bought for First Aid room – TBM to procure | Science required practicals (% of exam) to be considered and control measures put in place – HoS Risk Assessment |  | Staff trained in new CPR – no mouth to mouth TBM to locate training and update spreadsheet                 | Medical items handed to reception – TBM to review protocol in H&S Manual  |   |  |                      |
| Group and individual Risk Assessments to be produced for working with students – HT/HoS to produce | antibacterial wipes for identified areas – TBM to order      | Any practical examination subjects to be discussed - Art/Drama – HoS Risk Assessment                             |  | Keyboards to be cleaned before and after use - sanitisers to be placed in ICT/Music Rooms – HoS to oversee | All children need to be self-sufficient for the day either bringing their packed lunch, drink and pencil case or allocated by |   |  |                      |

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|   |  |  |  |   | site – HoS to set up   |  |  |  |
| Comprehensive audit of staff available to return to school – Central Team |  |  |  | Tell children, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19) – LL to produce Posters / HoS to ensure displayed on entrance points | Break time and lunchtimes are staggered. HoS to submit RA and action       |  |  |  |
| No personal items to be delivered to RT premises – TBM / HoS to manage    |  |  |  | PPE stocks are low and at risk of running out, HoS inform TBM and appropriate plans are made to close down that area or in extreme cases the school -   | Start times and end times of the school day to be staggered HoS to oversee |  |  |  |
|   |  |  |  | Where appropriate, as per PHE guidance, masks to be worn by staff and student – including outside visitors<br>HoS to oversee  | RPI Risk Assessment in place<br>HoS to create and implement.               |  |  |  |

**Appendix 3: PPE Table by Site**

| Scenario | PPE & Preventive Measure in place | Recommendation |
|----------|-----------------------------------|----------------|
|          |                                   |                |
|          |                                   |                |
|          |                                   |                |
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## Appendix 4: Existing and Additional Control Measures by Site

| COVID-19 Risks – existing and additional control measures  |                 |                 |
|--|-----------------|-----------------|
| Site:  |                 |                 |
| Document Owner:  |                 |                 |
| Date of Review:  |                 |                 |
| PREMISES   | Action required | By who and date |
| <b>Cleaning</b>  |                 |                 |
| Have you considered what new cleaning regime will need to be implemented for Sept?   |                 |                 |
| Have you considered a clean as you use system for class rooms and shared areas?  |                 |                 |
| Subject to security and fire risk can doors be kept open to reduce the need for contact and improve ventilation                          |                 |                 |
| Could handles or frequently touched surfaces be covered to reduce surface contact  |                 |                 |
| Have you considered a general cleaning regime and more regular cleaning for specific risk areas such as welfare areas and communal areas |                 |                 |
| Have you ensured the cleaning regime is well   |                 |                 |

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| communicated to staff and pupils e.g. through signage   |  |  |
| Have you considered how signage will be adapted to aid the understanding of younger pupils?   |  |  |
| Have you considered measures to address activities that younger pupils may not be able to undertake independently e.g. washing their hands? |  |  |
| What cleaning should be considered if an employee or pupil is diagnosed with Covid 19   |  |  |
| <i>Traffic routes</i>   |  |  |
| Can you provide dedicated entrance and exits to your premises?  |  |  |
| Is it possible to provide markings on the floor both inside the premises and in the car park and entrance to the premises?                  |  |  |
| Is there space to operate a one-way system across the entire or part of the premises?   |  |  |
| Is there space to accommodate small   |  |  |

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| classroom groups of no more than 15 pupils?   |  |  |
| How can you manage “pinch points”?  |  |  |
| Can you further regulate use of high traffic areas such as corridors, lifts, walkways to maintain social distancing   |  |  |
| Can you make greater use of outdoor space for lessons and welfare breaks  |  |  |
| Can you configure communal areas, including canteens to allow employees and pupils to maintain social distancing?<br>Could you remove furniture to achieve this |  |  |
| If not can consider a system of “one in one out” for such facilities  |  |  |
| Should you close some cubicles within toilets to reduce risk of contact at less than 2 metres   |  |  |
| If you receive deliveries what arrangements will you make to allow visiting drivers to access welfare facilities?   |  |  |
| Can classroom layouts be re configured to ensure social distancing  |  |  |

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| Can you reduce movement of employees and pupils by discouraging non-essential trips within buildings and across sites   |  |  |
| <i>Inspection and testing</i>   |  |  |
| Is building inspection or premises testing required before you re-open? If so, consider the risks of re-opening and the possible temporary control measures you will need to implement until those inspections are carried out. |  |  |
| <b>OPERATIONS AND PEOPLE</b>  |  |  |
| Are control measures in place still effective or required taking into account changes or proposed changes to working practice   |  |  |
| Consider whether the full curriculum can be taught if equipment needs to be shared e.g. practical lessons.  |  |  |
| How will you manage visitors to your premises? Can you devise a policy that requires employees to consider alternatives including video conferencing rather than face to face meetings? If that is                              |  |  |

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| not possible, can you devise a policy to sign visitors whilst maintaining social distancing and reducing sharing of equipment e.g. visitors badges?  |  |  |
| Have you considered the practicalities of staggering the school start and finish times to minimise the risk of employees and pupils not being able to manage social distancing guidelines as they arrive, and leave school each day? |  |  |
| Would reducing face to face contact, increased use of sanitiser in addition to washing facilities and keeping work spaces clean assist   |  |  |
| Is it practical to introduce small classroom groups in any part of your business e.g. can groups of pupils routinely work together to reduce contact with others   |  |  |
| In the event of a staff shortage what procedures are in place to manage effective cover / pupil to staff ratio whilst maintaining group size?  |  |  |

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| Can you allocate permanent desks and classrooms to avoid pupils having to share spaces?   |  |  |
| How do you ensure that employees and pupils make greater use of hand sanitiser and more regularly wash hands  |  |  |
| Can you identify who is able to return to work without the use of public transport  |  |  |
| If your business operates transportation for employees and/ or pupils is it still possible to do so? Are there any alternative systems you could implement – making car parking available or increasing the number of school buses running? |  |  |
| How will your systems be communicated to non-employees e.g. visitors, contractors and members of the public   |  |  |
| What are key things employees, pupils and parents/ carers need to know e.g. change in break times; changes to arrival and departure times; instructions   |  |  |

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| regarding cleaning; instructions re washing hands; instructions regarding social distancing   |  |  |
| What measures have you put in place for well-being including of those working at home   |  |  |
| Do you have a system for dealing with an employee or a pupil who falls ill at school, including during the period in which a pupil who falls ill is waiting to be collected?  |  |  |
| How will you ensure employees who wish to wear face coverings at work are reminded that the key preventative and protective measures remain social distancing, hand washing and that such coverings should be used in accordance with Govt guidance NB separate and specific guidance exists for NHS and healthcare organisations |  |  |
| Are staff aware of the circumstances when it is appropriate to wear PPE, what PPE to wear, how to use it and where to find it?  |  |  |

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| Have you reviewed your RIDDOR reporting duties in respect of COVID-19? Are your staff competent to determine if a COVID-19 infection is reportable?                                      |  |  |
| <b>EQUIPMENT</b>   |  |  |
| Can any equipment be replaced to reduce risk   |  |  |
| Can necessary statutory inspections continue   |  |  |
| How is equipment to be cleaned and what is the frequency of that cleaning  |  |  |
| Is required PPE e.g. for members of staff providing intimate care to pupils, still available and being provided or where a child displays symptoms and a 2 meter distance cannot be kept |  |  |

| <b>COVID-19 Risks- communicating with employees and others and keeping under review</b>            |                        |                        |
|--|------------------------|------------------------|
|  | <b>Action required</b> | <b>By who and date</b> |
| How will you ensure employees are consulted and workers views are taken into account at all stages |                        |                        |
| Will staff require new or refresher training – how will  |                        |                        |

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| this be delivered and documented   |  |  |
| Have you considered whether or not you will need to update your discipline and behaviour policy in relation to new rules around site?              |  |  |
| Would it assist to develop particular business wide polices such as social distancing policy or a hygiene policy or should these be site specific? |  |  |
| If you are an employer of over 50 people how will you publish your risk assessment   |  |  |
| What methods will you use to communicate COVID control measures and information to employees and others  |  |  |
| Are you aware of the arrangements for testing of staff and pupils with symptoms of Covid-19 and how do you communicate this to staff and parents?  |  |  |
| What signage will be used to communicate to employees and others   |  |  |

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| How will employees or others be aware that equipment is not in use or parts of the premises are closed                |  |  |
| Has equipment been taken out of use e.g. soft toys that are hard to clean   |  |  |
| How will you promote good hygiene throughout the day including “catch it, kill it, bin it”?                           |  |  |
| How will employees be able to continue to comment upon system and procedures and be consulted going forward           |  |  |
| How will you ensure an effective review process i.e. time bound reviews, review upon changes of systems and processes |  |  |