



Castle Manor Academy Risk Assessment- September 2020



Date written: 11th July 2020

Latest review 11th September 2020

This risk assessment will be updated in the light of feedback, experience and further guidance. Trade unions and staff are invited to comment and this is being made public via the school's website.

Introduction

The Government published guidance on 2 July setting out its expectations that schools should prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

Contacts are expected to be reduced by:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks

2) Principles

In order to prevent the spread of coronavirus, schools will:

- i) 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
- ii) clean hands thoroughly more often than usual
- iii) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- iv) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- v) minimise contact between individuals and maintain social distancing wherever possible
- vi) where necessary, wear appropriate personal protective equipment (PPE)

3) Response to any infection

In the event of a positive test, schools will:

- i) engage with the NHS Test and Trace process
- ii) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- iii) contain any outbreak by following local health protection team advice

4) Expectations in all schools

a) Prevention

i) Schools will 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

Pupils, staff and other adults should not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days. Schools will ensure anyone developing those symptoms during the school day is sent home.

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). Staff will all be provided with training on when PPE is needed.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

ii) Schools will ensure that staff and pupils clean their hands thoroughly more often than usual

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Each school is:

- checking whether it has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly
- ensuring supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
- building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them

iii) Schools will ensure that good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.

Public Health England does not (based on current evidence) recommend the use of face coverings in schools.

iv) Schools will have enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Each school will have a cleaning schedule that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- that toilets are cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

v) Schools will minimise contact between individuals and maintain social distancing wherever possible

This includes keeping where possible to children staying in the same group or 'bubble' – in primary schools as a class and in secondary schools as a year group. Where possible, staff will be part of a bubble with children or maintain distance from their pupils. In the later case, staff should stay at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.

Groups should be kept apart. Schools will avoid large gatherings and only hold assemblies or collective worship with one group or virtually with more groups.

When timetabling, groups will be kept apart and movement around the school site will be kept to a minimum. Schools will avoid creating busy corridors, entrances and exits and consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms will be minimised, although staff will have a break of a reasonable length during the day.

vi) Where necessary, staff will wear appropriate personal protective equipment (PPE)

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Staff will be trained on the use of PPE should it be needed.

b) Response to any infection

i) Schools will engage with the NHS Test and Trace process

Staff members and parents/carers will be briefed to understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools will ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

ii) Schools will follow the guidance in managing confirmed cases of coronavirus

Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team and the trust central team. The local health protection team provides the advice that must be followed. In the event that this advice is slow and heads need to make rapid decisions, the trust central will support heads with this.

Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. (Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.)

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

Schools will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

iii) Schools will look to contain any outbreak by following local health protection team advice

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and will continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

c) Transport

i) Dedicated school transport, including statutory provision

Schools will arrange, and discuss with transport providers:

- the way pupils are grouped together on transport, where possible, will reflect the bubbles that are adopted within school
- use of hand sanitiser upon boarding and/or disembarking
- additional cleaning of vehicles
- organised queuing and boarding where possible
- distancing within vehicles wherever possible
- the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet

ii) Wider public transport

Use by pupils of public transport, particularly in peak times, will be kept to an absolute minimum. Schools will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.

Schools encourage parents, staff and pupils to walk or cycle to school if at all possible, and will consider using 'walking buses'.

should refer to the safer travel guidance for passengers.

d) Other issues

Attendance

School is not optional. School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Pupils who are shielding or self-isolating

The majority of pupils, including those shielding earlier in the year, will be able to return to school.

- A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- Shielding advice for all adults and children will pause on 1 August. This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent.
- Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools will look immediately to offer them access to remote education.

Staff who are clinically vulnerable or extremely clinically vulnerable

The Government expects all staff, including those who are extremely clinically vulnerable and clinically vulnerable, to return to the workplace. Those in the most at risk categories should take particular care.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

If people with significant risk factors are concerned, school leaders will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

Educational visits

Overnight and overseas educational visits will not be taking place.

Schools may resume non-overnight domestic educational visits. As normal, schools will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will consider what control measures need to be used and will consult the trust health and safety officer when considering visits.

School uniform

Schools will have their usual uniform policies in the autumn term. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools will be mindful and considerate in relation to parents who may be experiencing financial pressures.

Specific curriculum provision and extra-curricular provision

Schools will work towards resuming breakfast and after-school provision, where this is possible and was previously in place. Schools will look to keep children within their year groups or bubbles where possible but if this is not possible, will use small, consistent groups. As with physical activity during the school day, contact sports will not take place.

When pupils are playing instruments or singing in small groups such as in music lessons, schools will use physical distancing and play outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.

Pupils will be kept in consistent groups for physical activity, sports equipment will be thoroughly cleaned between each use by different individual groups, and contact sports will not take place.

Contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and schools will follow advice provided.

Contingency plans for outbreaks

Schools will have in place remote education plans for individuals or groups of self-isolating pupils. These will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- use the online tools that are consistently used across the school in order to allow interaction, assessment and feedback (staff will be trained in their use)
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

All staff will be instructed on the nature of COVID-19 and its transmission. They will confirm they understand the reason for the control measures that are required. All staff will confirm that they are confident in applying the control measures identified in school risk assessments. Staff will receive appropriate instructions in relation to the specific measures that have been put in place by the school setting. Staff will be involved in the practical implementation of the school risk assessments.

a) Premises/ Health and Safety

	Risk	Countermeasure	By who?	By when?
1	Social distancing not adhered to in toilets	<ul style="list-style-type: none"> • Briefing expectation and reinforcement to students in assemblies and through tutors and teachers • Students to adhere to expectations that toilets are • Students to be signed out of lessons if toilet needed during lesson time • Toilets nearest social areas to be used at break and lunch • Break time and lunchtime rota slots should be the main use of toilets • Staff to socially distance in toilets • Signage outside and inside toilets to remind of social distancing • Monitoring by staff on duty 	VW	1 st September onwards
2	Pupil or teaching group leader is sent home with symptoms of COVID	<ul style="list-style-type: none"> • Providing PPE for staff member supervising pupil. Designated suspected COVID isolation space in the main lobby separate to normal first aid room in a well-ventilated space. 	VW	In place

		<ul style="list-style-type: none"> • Individual with symptoms leaves site as soon as safely possible • Deep clean of isolation rooms and areas staff member or pupil had contact with including toilets • Follow guidance on communicating with staff and parents • Information provided about testing procedure to family • Request to be informed of test outcome • If a test is positive, follow guidance about isolation 		
3	Parents do not have confidence in the school being safe	<ul style="list-style-type: none"> • Frequent communication of expectations and arrangements for infection control such as hand washing and sanitising, not sharing equipment and remaining 2m from staff. • Clear expectations on arrangements and procedures if a child shows symptoms • Opportunity for parents to share concerns as advertised in regular parental letters • Individual conversations with parents 	VW	In place
4	Congestion at start and end of day and during the day	<ul style="list-style-type: none"> • Muster points in place for each year group to gather before school, after break and after lunch 	VW	1 st September

		<ul style="list-style-type: none"> • One way system established to aid flow around the school. • Front gates shut in the mornings from 8.20-9.00 • Designated entrances and exits for each group • One parent maximum to drop off or pick up and not to enter the school building unless for a meeting • Any late students enter and sign in at reception and move to their tutor time or lesson. School late protocols in place 	MS VW VW TH	
5	Risk to fire safety by increasing ventilation (open doors and windows)	<ul style="list-style-type: none"> • Doors are propped open in corridors and in classrooms • Windows are open 	Site team and teachers	Daily
5	Repeated touching of door handles increases risk of spreading infection	<ul style="list-style-type: none"> • Prop doors open where possible • Ensure that students clean hands regularly- on the way in and out of every room • Trigger spray of sanitiser and wipes provided to every member of staff, used to wipe down contact points by children • Daytime cleaners wipe down door handles in communal areas. 	MS	1 st September
6	Maintaining social distancing in the event of emergency evacuation- this is only necessary between different bubbles of students and between staff and staff and staff and students.	<ul style="list-style-type: none"> • Fire drill routine muster amended • Training for all staff and students 	VW	1 st September

7	Insufficient cleaning capacity	<ul style="list-style-type: none"> • Deep cleaning of whole school carried out over summer holidays • Cleaning team zones re established • Ensure that cleaner and site staff are regularly cleaning areas throughout the day and then fully at the end of the day • Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time. • Hire additional cleaning hours if needed 	MS	1 st September
8	Cross contamination in shared spaces such as toilets	<ul style="list-style-type: none"> • Toilet management as in section 1. • Cleaning throughout the day after every break and lunch time • Children to only be allowed to visit the toilet socially distanced in possible shared toilets 	MS	1 st September
9	Parents send children who are unwell to school	<ul style="list-style-type: none"> • Clear guidance for parents on indicators and actions if child unwell and reporting to school to allow monitoring of those presenting with symptoms. • Re emphasised through letters, videos and images. 	VW	1 st September
10	Parents not aware of testing protocols	<ul style="list-style-type: none"> • Communication to all parents regularly about testing protocols through Headteachers letter and 	VW	In place, ongoing

		then directly in any cases of symptoms		
14	Safety around facemasks	<ul style="list-style-type: none"> • DFE guidance will be followed. • Any disposable face masks should be disposed of in lidded bins in classrooms. • Video is available for expectations for use of masks in CMA • Students may wear mask when in communal areas and by arrangement if necessary in lessons at the Headteachers discretion. • Visitors must wear masks when entering and in reception. • Speak with any individuals- staff, students or parents who express a desire to wear a face mask and evaluate together. • Face shields are provided for all staff. 	VW	1 st September
15	Classrooms have resource that does not need to be present with adjusted curriculum, but gets handled by students	<ul style="list-style-type: none"> • Clear expectation that children are be careful when each other's equipment and are not sharing equipment outside their yeargroup • Clear expectation that students do not touch things that are not needed • Clear expectation that students do no share anything including food 	VW	1 st September

		<ul style="list-style-type: none"> • Provision of trigger spray and wipes for wiping any equipment such as text books 		
16	Unable to maintain social distancing whilst carrying out first aid.	<ul style="list-style-type: none"> • Appropriate CPD and PPE provided for all staff if needed • Monitored self-administration of first aid where possible for example wiping grazes or administering plasters • PPE kit in place in the medical room 	VH	1 st September
17	Providing school meals to pupils safely	<ul style="list-style-type: none"> • Kitchens will be fully open to provide food. • Designated lunch times and spaces for each year group- cleaned between uses. • Care taken when refilling water bottles- sanitise hands before using machine- sanitiser station next to machine. • Food permitted to be eaten outside in the seating areas weather permitting. 	VW MS	1 st September
18	Necessary checks before opening	<ul style="list-style-type: none"> • All necessary site checks have been carried out throughout partial opening throughout the whole building 	AN	Up to date
19	The minibus does not allow for social distancing	<ul style="list-style-type: none"> • If the minibus needs to be used it will be for a driver only and the drivers area will be wiped after use. 	AN	In place

20	The hand dryers in the toilets are a vehicle for spread of COVID	<ul style="list-style-type: none"> • Hand dryers switched off • Paper towels supplied 	AN	In place
21	Sandcastles nursery and Castle Manor 'bubbles' cross	<ul style="list-style-type: none"> • Sandcastles using outdoor area not used by CMA • Any shared area is access only. • Sandcastles pupils collected from the side gate • Any parents on site remain outside the building and distanced from students 	VW	In place
22	Air conditioning units in classrooms are a vehicle of spread for COVID	<ul style="list-style-type: none"> • Checked with Trust H&S lead that they are safe to use and they are. • No recycled air setting to be used to mitigate. 	AN	In place

b) Staffing/HR and capacity

	Risk	Countermeasure	By whom?	By when?
1	Unable to staff enough groups of students	<ul style="list-style-type: none"> • Contingency plans in place for home learning in an 'blended model' if and 	VW/LC	ongoing

		when necessary and communicated to parents.		
2	Unable to staff provision of breaks/lunch for teaching group leaders	<ul style="list-style-type: none"> • CLT on duty to cover lunch and breaks where needed • Rota in place for lunch and break duties • Students are clear of the zones they are allowed to be in • Indoor spaces such as the main hall and the drama studio to be used if necessary in times of poor weather 	LC	ongoing
3	Staff not confident they will be safe	<ul style="list-style-type: none"> • Clear communication with staff of the guidance and the provision and protocols • Opportunities for staff to raise any questions or concerns very easily and in a non-judgemental way • Risk assessments shared openly with staff • Personal risk assessments undertaken for those in vulnerable groups and appropriate plan in place agreed with employee. • Clear guidance and Training for staff on any appropriate use of PPE such as first aid staff • Ensure sufficient PPE in stock to ensure compliance. Enough face shields in school that staff can choose to wear when they are less than 2m from students in the 	VW	1 st June

		<p>building eg when walking around and leaving the 2m zone in lessons during teaching or supporting students as a TA or support member of staff</p> <ul style="list-style-type: none"> • Specific training for site staff on infection control. • Trust bank of risk assessments to support decision making • Weekly review with staff to give feedback on any concerns. • Support from Trust wellbeing support line • FAQs from trust for staff 		
4	Staff not aware of testing protocols	<ul style="list-style-type: none"> • Regular communication to staff about testing protocols • Reinforce support available for staff and their families • Testing results to be communicated to school leadership • Testing kits in school not to be used for staff 	VW	In place
5	Staff communal areas do not cater for social distancing	<ul style="list-style-type: none"> • Staff follow social distancing in shared spaces. • Staffroom, main office and teaching and learning centre available for use by staff for refreshments. • Areas to be labelled to encourage social distancing • Staff to use sanitiser before using shared areas 	All	1st September

		<ul style="list-style-type: none"> • Disposable cups and spoons for coffee making, • Briefings take place virtually 		
6	Staff sharing equipment	<ul style="list-style-type: none"> • No shared equipment for staff where possible. • Cleaning and wiping of any shared areas such as computers between staff usage using wipes • Rigorous cleaning by cleaning team • Shared equipment such as printers and photocopiers to be used only following application of sanitiser or washing hands • Regular cleaning of equipment between home and school such as laptops • Staff who share classrooms to ensure that teaching areas are sanitised after use 	All	1 st September
7	Reduced capacity due to a member of senior / middle leadership contracting Covid-19	<ul style="list-style-type: none"> • Short-term: Re-allocate key duties during period of illness • Medium-term: ask for support from USP to provide additional leadership capacity 	VW	In place
8	Induction for staff	<ul style="list-style-type: none"> • Induction for all staff on all policies and procedures, through briefings and protocol sharing • Reinforced and revisited regularly. 	VW	1st September

9	Impact on schools' ability to meet school improvement priorities	<ul style="list-style-type: none"> • Improvement priorities established that focus on return to school routines • Review priorities regularly – focus on a 6-week, 1 term, 6 months achievement model • Seek support where needed 	VW	1st September for phase 1 priorities.
10	Calendar of school events reviewed and some events made 'virtual'	<ul style="list-style-type: none"> • Share calendar and the expected events and how they will be made accessible in current regime. 	VW	1st September
11	Staff transport into work	<ul style="list-style-type: none"> • Staff to follow government guidelines if they need to use public transport • Staff to following infection control measures in place in school 	All	1 st September
12	Pregnant members of staff	<ul style="list-style-type: none"> • It is expected that staff attend work • Government guidance to be followed • Risk assessment to be carried out and regularly reviewed. 	VW	1 st September
13	Shielding members of staff	<ul style="list-style-type: none"> • It is expected that staff attend work • Government guidance to be followed • Any additional individual medical information to be included in risk assessment • Risk assessment to be carried out and regularly reviewed. 	VW	5 th August

c) Curriculum

	Risk	Countermeasure	By whom?	By when?
1	Not enough school equipment for one each	<ul style="list-style-type: none"> • Purchase more equipment if necessary • Do not plan to use equipment if it cannot be cleaned between year group bubbles • Robustly clean any equipment that has to be shared between year group bubbles such as PE and catering equipment. • Pupils bring in their own personal equipment that is checked in tutor time as per the Castle Manor Way. 	Team leaders and tutors	ongoing
2	Practical subjects not able to carry out full curriculum	<ul style="list-style-type: none"> • Risk assessment in place for all practical equipment with appropriate cleaning regimes. • Phased approach and reviewed at least monthly. • Curriculum modified to allow for guidelines to be met where necessary 	Practical team leaders	1 st September
2	Children not in school miss out on education	<ul style="list-style-type: none"> • Use of EWO to support to encourage all in to school • Provision on blended learning accessible to those who have approved access such as those still shielding or those isolating 	VH	ongoing

3	Curriculum modifications in light of the work covered during lockdown	<ul style="list-style-type: none"> • Revise curriculum to deliver new content from 1st September so that learners are engaged • Use do now low stakes quizzing and interleaving to review learning during lockdown and amend teaching accordingly • Use Knowledge Organisers as a familiar and safe document for children to support do now quizzing,. Self quizzing and home learning. • Use the phrases MAP, MASTER, MOVE FORWARD in our language with each other and students. • Core ‘golden’ knowledge curriculum elements identified and delivered 	Team leaders monitored by line managers	ongoing
4	Risk of managing in school and out of school provisions	<ul style="list-style-type: none"> • We are expected to have a blended approach so that those legitimately out of school continue to learn. • Teams to consider their bespoke offer if and when needed • For individual pupils with remaining shielding health issues a bespoke programme will be put together 	Team leaders JBE	Ongoing

		<ul style="list-style-type: none"> • Teams should be mindful of workload and make use of resources that are already available and not create bespoke packages eg Oak Academy, Hegarty, PiXL, SENECA, GCSE Pod. • Increased live delivery expected in case of isolation of yeargroups or staff 		
6	Lack of assessment for learning if virtual provision	<ul style="list-style-type: none"> • Include quizzes, exam questions, submissions on microsoft forms. • Whole class feedback and individual feedback used for key pieces of work 	Team leaders	Ongoing
7	Staff and children are impacted by the trauma of the events of COVID, including bereavement	<ul style="list-style-type: none"> • CPD in place to ensure that understanding by staff of trauma is in place • Protocols and culture in the school and out of school provision means that kindness is at the heart of what we do- • Reminders of 'it is ok to not be ok' and that we work through things together regularly in place for children and staff • Understanding by all that we all feel differently and have been impacted differently- assumptions not to be made about anyone's experiences or feelings 	VH	1 st September

		<ul style="list-style-type: none"> • Regular structured 'talking' sessions with prompt questions in place • ELSA and My big life, psychology in schools resources and other relevant material used with students • Wellbeing support and OM offered to staff 		
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d) Personal Development including Social/Emotional well-being and Behaviour including attendance/exclusion

	Risk	Countermeasure	By whom?	By when?
2	Children aren't clear on school routines	<ul style="list-style-type: none"> • Phased return to school so that each year group has time to drill and understand expectations and WHY they are in place. • Ensure Castle Manor Way is in place and shared with staff, students and parents through induction 	TH	1 st September

		<ul style="list-style-type: none"> • Reinforce expectations with constant reminders. • Clear system for any accepted movement around the buildings established and regularly reviewed- The one way system. • Principle of 'outside as soon as possible' for school movement limits movement in corridors • Process of accompanying students out of the building to the nearest exit by staff at the end of lessons • No queuing for lessons • Employ patient waiting to allow those coming out of buildings out before those going in move in. • Use mustering to control the flow of students around the school 		
3	Children don't follow hygiene rules	<ul style="list-style-type: none"> • Children sanitise their hands on the way in and out of every room • Children help with wiping down of work areas before they leave • Monitored by all staff and concerns reported and addressed. 	All SLT on duty and staff with groups	ongoing
4	Children require additional support to follow these measures	<ul style="list-style-type: none"> • Re-train on an individual basis • Use videos to train such as hand washing videos • Engage parents with expectations 	All	Ongoing
5	Behaviours for learning takes time to establish and are challenged by some pupils	<ul style="list-style-type: none"> • Provide training and readjustment for teachers and children to remember the Castle Manor Way- treat all year groups as 	VW	Ongoing

		<p>transitioning with a phased return to school</p> <ul style="list-style-type: none"> • Keep things as 'normal as possible' • Explain changes clearly to individuals and whole groups. • Use year group assemblies as part of phased return to re-establish the school's rules/codes etc. • Re-establish expectations and the principles of learning that the school has already in place • Reinforce the school values- we work hard, we are kind, we are PROUD 		
6	Higher than usual numbers of safeguarding disclosures	<ul style="list-style-type: none"> • Ensure all staff and any volunteers are equipped to receive disclosures and know who and how to pass them on/record them • Training for staff on PD day for the new KCSIE • Safeguarding team have a caseload model to support workload 	VH	1 st September

e) Vulnerable children (SEND/LAC)

	Risk	Countermeasure	By whom?	By when?
1	Children with SEND do not have needs met	<ul style="list-style-type: none"> • Risk assessment on meeting the needs of children with SEND • Transition back into school planned for children who will need extra support with routines. 	JBE	In place
2	Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school	<ul style="list-style-type: none"> • Continued staff training on PD day to look at our language of support • Create a culture of kindness and safety • Make use of OM and psychology in schools support • Provide structured opportunities for talk through wider curriculum 	VH	In place

3	Continue to engage in the Virtual school for CIC and Virtual school for vulnerable children and use this to support removing barriers to learning	<ul style="list-style-type: none">• Refer concerns to the EWO team• Request additional support from CIC team if needed	VH GC	In place
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