

**Every Child Matters Academy Trust**  
**Risk Assessment for Full Opening of Schools December 2021**

This is centred on Government and Union Guidance to date:

**Amendments – Face coverings, self-isolation, public transport and travel, and quarantine**

[Actions for schools during the coronavirus outbreak](#)

[COVID-19: cleaning in non-healthcare settings](#)

[Planning Guide for primary schools and early years](#)

[Testing for primary, school-based nurse and maintained nursery staff](#)

[National Education Union - Coronavirus : advice for fuller opening](#)

[National Education Union - Coronavirus : medically vulnerable and higher risk groups](#)

[HSE Ventilation and air conditioning during the coronavirus \(COVID-19\) pandemic](#)

Risk Description	Control Measures	Comments / Supporting evidence (where appropriate)
<b>Organisation</b>		
Pupil numbers cannot be safely accommodated	<ul style="list-style-type: none"> <li>• Plans made based on all children returning to school on the 6<sup>th</sup> September 2021</li> <li>• At Step 4 it is no longer recommended that it is necessary to keep children in consistent groups ('bubbles')</li> <li>• Outbreak Management Plans will cover the possibility that in some local areas it may become necessary to reintroduce bubbles for a temporary period, to reduce mixing between groups</li> <li>• Staff plan in place with designated staff allocated to specific classes (where they will remain to avoid cross contamination)</li> <li>• Class pupils remain together with their teacher and do not mix with other pupils.</li> <li>• SEN pupils to be provided 1:1 cover by same member of staff</li> <li>• No staff will be asked to undertake duties outside of their JD.</li> <li>• Timetable and arrangements for each class / Year group agreed</li> <li>• Arrangements in place to continue provision of remote learning for pupils isolating</li> <li>• Schools to utilise other available rooms / spaces when necessary.</li> </ul>	
Classroom sizes will not allow adequate social distancing	<ul style="list-style-type: none"> <li>• Classrooms re-modelled, with chairs and desks in place and forward facing and, wherever possible, allowing for social distancing</li> <li>• All unnecessary equipment / desks etc. to be removed to enable social distancing (2m) where possible can be maintained between pupils and staff as much as possible</li> <li>• Hall(s) to be used as required</li> <li>• Clear signage displayed in school promoting social distancing.</li> <li>• Arrangements reviewed regularly</li> <li>• Classrooms appropriately resourced to ensure effective T&amp;L</li> </ul>	
Configuration of staff rooms and offices makes compliance with social distancing difficult	<ul style="list-style-type: none"> <li>• Staff rooms and offices have been re-modelled to allow for social distancing between staff.</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Staff will use their own cups, plates and cutlery</li> <li>• Any fabric chairs will be cleaned as part of a periodic deep clean</li> <li>• Use of classroom staggered</li> <li>• Alternative locations to be considered as appropriate.</li> </ul>	
No or insufficient guidance for moving around school	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and schools can manage movement and ensure social distancing, through:               <ul style="list-style-type: none"> <li>• Co-ordinating and timetabling group breaks (staggered) to ensure only one group is using the corridors at any time and so avoid congestion</li> <li>• Removal of unnecessary furniture from the corridors</li> <li>• Limiting the number of children using the toilets at any one time</li> <li>• Minimising the movement of pupils around school as much as possible and existing policy of walking in single file to continue</li> <li>• 1:1 supervision where required</li> <li>• Where separation of bubbles cannot be maintained lunch will be served in classrooms with staff collecting grab-a-bags and hot meals.</li> <li>• Identification of any pinch points/bottle necks.</li> <li>• Removal of any furniture likely to cause issues with free movement of pupils and staff</li> <li>• Use of laminated posters in re-enforcing the correct use of the corridors</li> </ul> </li> </ul> <p><i>If the above is not sufficient, schools can, in addition:</i></p> <ul style="list-style-type: none"> <li>• Introduce one-way systems.</li> <li>• Divide corridors where feasible.</li> </ul>	<p>Latest Government guidance describes this as low risk providing users of corridors / other areas (external to the classroom) remain mobile</p> <p>One school in the Trust is on two levels and the existing policy of using only one side of the stairs for going down and up will be used. The handrail on the stairs will be cleaned before / after each use. There is a lift and one child will need to use. On balance of risk, it has been decided that an adult will accompany this child and wear appropriate PPE (at least meeting Government guidance on working in a confined space). It is felt this is the better option to the child travelling in the lift on her own.</p>

	<ul style="list-style-type: none"> <li>Floor markings as appropriate</li> <li>Circulation routes are clearly marked with appropriate signage.</li> </ul> <p>Pupils are briefed regularly regarding observing social distancing guidance whilst moving around school.</p>	
Pupils may not observe social distancing at break and lunchtimes	<ul style="list-style-type: none"> <li>Break and lunch times are staggered.</li> <li>External areas are designated for different groups.</li> <li>Pupils are reminded about social distancing as break times begin.</li> <li>Social distancing signage is in place around the school and in key areas.</li> <li>Supervision levels are appropriate, especially with younger pupils, to support social distancing.</li> </ul> <p><i>In addition to the above, the following is in place for lunch times:</i></p> <ul style="list-style-type: none"> <li>Pupils are reminded about social distancing as lunch break begins.</li> <li>Pupils wash their hands before and after eating.</li> <li>Staff deliver grab-a-bags to classrooms for lunch to be eaten in class</li> <li>Eating areas in the classroom are cleaned before and after lunch.</li> </ul>	Packed lunches - parents will be encourage to use of disposable bags instead of lunch boxes wherever possible.
Ineffective supervision in use of toilets	<ul style="list-style-type: none"> <li>Pupils reminded that they can only use the toilet one at a time.</li> <li>Where possible designate toilets for specific groups (make unisex)</li> <li>Where possible pupils escorted to the toilet by a member of staff</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> <li>Staff to wipe door handles and taps before / after use</li> </ul>	
Excessive number of adults / pupils at any one time in one location e.g. at drop off / pick up times, hand sanitisation stations etc.	<ul style="list-style-type: none"> <li>Staggered school start / finish times</li> <li>Social distancing re-enforced through external ground markings (spray paint) and signage at key points e.g. entrance / exits, school pathways to indicate 2 metres distance</li> <li>Designated drop off / pick up points</li> <li>Use of available entrances and exits is maximised</li> </ul> <p><i>In Reception area:</i></p> <ul style="list-style-type: none"> <li>Parents / visitors to school by appointment only other than in emergencies (use of telephone contact promoted)</li> <li>Non-essential deliveries and professionals from support agencies to school are minimised. If visits are made:</li> <li>Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>Reception window kept closed when communicating with visitors, table located in Reception area for the drop off of documentation and deliveries left in Reception area</li> <li>Reception staff apply guidelines and restrictions for visitors</li> </ul> <p>Parents / carers regularly reminded, at least weekly, of expectations.</p>	<b>Evidence</b> School specific action plans developed by heads for the managing of adults / children bringing in / taking from school that will ensure 2 metre distancing is in place e.g. circulation routes, ground markings. Instructions sent to parents in advance (email / letter).
<b>Staffing</b>		
Reduction in the capacity of Trust Leadership (CEO, Head, BD and SBMs) due to contracting Covid19	<ul style="list-style-type: none"> <li>Heads / Deputy Heads to oversee the operation of the school and not be attached to any one Group of pupils and remain outside of pupil 'bubbles' wherever possible</li> </ul> <p>If self-isolating due suspected or confirmed case of Covid19 (mild symptoms):</p> <p><i>CEO</i></p> <ul style="list-style-type: none"> <li>Continued leadership of the Trust and its schools whilst working from home</li> <li>Continued support of heads and BD under the direction of the CEO</li> <li>Regular updates for trustees / LGB and monitoring by the Trust to ensure continued effective running of schools throughout the crisis</li> </ul> <p><i>Heads / BD/ SBMs</i></p> <ul style="list-style-type: none"> <li>Continued leadership of the school whilst working from home</li> <li>Support from CEO, BD, other heads and SBMs in the Trust</li> </ul> <p>If a confirmed case of Covid19 is more serious resulting in the inability to work and long term absence:</p> <p><i>CEO</i></p> <ul style="list-style-type: none"> <li>Heads, BD and SLT of schools follow prepared action plan including delegated leadership roles</li> <li>Intensive support of heads and BD on an individual and collective basis with delegation of tasks as required</li> <li>Mobilise resources from within the Trust to support individual schools if required</li> <li>Longer term delegation of work to other SLT</li> <li>Day to day monitoring of the position and action by the Board of Trustees</li> <li>Updates provided to the LA and DfE with support provided as required</li> </ul>	Plan to be in place detailing actions to be taken in these events e.g. delegation of work, change in roles etc.

	<p><i>Heads / BD / SBMs</i></p> <ul style="list-style-type: none"> <li>• More intensive support from the CEO / BD</li> <li>• Support from CEO, BD, other heads and SBMs in the Trust</li> <li>• Cluster heads support as required</li> <li>• Regular updates for LGB and Board of trustees to ensure continued effective running of schools throughout the crisis</li> <li>• Clear guidance re senior staff roles</li> <li>• Clear cover arrangements</li> <li>• Access to school management for guidance and support</li> </ul>	
School does not have enough staff to teach classes, meet statutory requirements in school and/or operate effective home learning	<ul style="list-style-type: none"> <li>• All staff (apart from those shielding) being utilised</li> <li>• Catering staff are aware of safe working practices</li> <li>• Staff numbers monitored on a daily basis and expected return dates for those self-isolating</li> <li>• Full engagement of those staff who are self-isolating or shielding but who are well enough to plan / review online learning.</li> <li>• Number classed as clinically extremely vulnerable is at a manageable level</li> <li>• Effective staff testing to help manage staffing levels and support staff wellbeing</li> <li>• Re-deployment of staff from within the Trust (subject to the agreement of the member of staff, the school and LGB)</li> <li>• Use of supply (confirmation of no Covid symptoms)</li> <li>• School will be closed should there be insufficient staff to keep children safe. Emergency resilience plans will be followed.</li> </ul>	<p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Staff Health Questionnaire</li> <li>• Vulnerable Persons Guidance and staff confirmation of working from home or at school</li> <li>• Daily staff absence returns</li> <li>• RA for staff classed as vulnerable wishing to return to work</li> <li>• Guidance re staff self-referral for testing</li> </ul>
No contingency for the absence of IT staff	<ul style="list-style-type: none"> <li>• Arrangement in place with Code Green for support in the event of one or both IT technicians being off due to suspected / confirmed case of Covid19.</li> </ul>	
Staff classed as vulnerable or those who are shielding are not identified and so measures have not been put in place to protect them	<ul style="list-style-type: none"> <li>• All members of staff with underlying health issues, those within vulnerable groups or who are shielding have let the school know through the completion of a Health Questionnaire and Vulnerable Adult form.</li> <li>• Any updated government advice will be followed regarding members of staff with underlying health conditions</li> <li>• Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> </ul>	<p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Staff Health Questionnaire</li> <li>• Vulnerable Persons Guidance and staff confirmation of working from home or at school. If a member of staff classed as vulnerable but wanting to work in school will be allocated duties</li> </ul>
Staff/Parents of children that are advised to shield choose to come into school/send their children to school.	<ul style="list-style-type: none"> <li>• Individual RA to be carried out on staff member/pupil to mitigate risk of transmission</li> <li>• School to ask for medical evidence that a return to work/school is safe under risk assessed conditions</li> <li>• Staff/pupils made aware of individual risk assessment safety criteria</li> <li>• School and staff member/parent to take joint responsibility to adhere to risk assessment</li> </ul>	<p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Staff and pupil individual RA</li> <li>• Vulnerable Persons Guidance and staff confirmation of working from home or at school. If a member of staff classed as vulnerable but wanting to work in school will be allocated duties</li> </ul>
New staff have no opportunity to familiarise themselves with the school and its policies and procedures	<ul style="list-style-type: none"> <li>• Online induction using various media e.g. presentations, videos, virtual tours etc.</li> <li>• Issuing of staff handbook and key policies</li> </ul>	
Testing is not used effectively to help manage staffing levels and support staff wellbeing	<ul style="list-style-type: none"> <li>• Guidance on getting tested has been issued to all staff</li> <li>• Asymptomatic testing is being carried out twice weekly by all staff in accordance with DfE guidance on Testing for primary, school-based nursery and maintained nursery school staff</li> </ul>	<p>The risk of false negatives remains and further testing may be appropriate</p> <p><b>Supporting Evidence</b> Guidance re staff self-referral for testing</p>
<b>Pupil Behaviour</b>		
Pupils' behaviour on return to school does not comply with social distancing guidance	<ul style="list-style-type: none"> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided at all times.</li> <li>• Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> </ul>	<p>As schools hold school specific behaviour policies these should be reviewed and adapted where appropriate to take account of any impact resulting from Covid19</p> <p><b>Supporting Evidence</b> Positive Handling Plans / EHCPs updated with means of mitigating, as far as possible, increased risks associated with Covid19 (tailored to individual needs) i.e. physical intervention for scratching, punching, spitting.</p>

	<ul style="list-style-type: none"> <li>• Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. Children are reminded of expectations on a daily basis.</li> <li>• EHCPs / Positive handling plans and / or RAs updated with measures to mitigate additional risks associated with Covid19 for pupils where 2 metre social distancing cannot be maintained and physical intervention required i.e. child is familiar and comfortable with supervising staff wearing PPE, staff aware of common triggers and the de-escalation strategies to be employed, wearing of appropriate PPE at all times, support of another adult etc. Plans / RAs tailored to the needs of the child.</li> <li>• In the unlikely event that representatives from support services visit school, they will be instructed to follow the school's guidelines on maintaining social distancing</li> </ul>	
<b>Health and Safety</b>		
Infection control	<p>Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p> <p>As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. School may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.</p> <p><a href="#">All individuals who have been identified as a close contact of a suspected or confirmed case of the Omicron variant of COVID-19, irrespective of vaccination status and age, will be contacted directly and required to self-isolate immediately and asked to book a PCR test. They will be informed by the local health protection team or NHS Test and Trace if they fall into this category and provided details about self-isolation.</a></p> <p><a href="#">Further actions for educational settings may be advised by a local Incident Management Team (IMT) investigating a suspected or confirmed case of the Omicron variant of COVID-19.</a></p> <p><a href="#">For everyone else, isolation rules are unchanged.</a> Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> <li>• they are fully vaccinated</li> <li>• they are below the age of 18 years and 6 months</li> <li>• they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> <li>• they are not able to get vaccinated for medical reasons</li> </ul> <p>Instead, individuals will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a <a href="#">PCR test</a>. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.</p> <p>18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.</p> <p>Schools will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see <a href="#">Stepping measures up and down</a> section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p>	
Ventilation is inadequate to reduce the concentration of the virus in the air	<ul style="list-style-type: none"> <li>• Internal doors, other than fire safety doors, to be kept open to aid ventilation and minimise contact with door handles. Where this is not possible, sanitising wipes to be used</li> <li>• Mechanical ventilation systems to be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to</li> </ul>	<p><b>Supporting Evidence</b> Health &amp; Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak</p>

	<p>full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</p> <ul style="list-style-type: none"> <li>• Windows to be opened (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space).</li> <li>• External opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature :</p> <ul style="list-style-type: none"> <li>• Open high level windows in colder weather in preference to low level to reduce draughts</li> <li>• Increase the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• Provide flexibility to allow additional, suitable indoor clothing</li> <li>• Rearrange furniture where possible to avoid direct draughts</li> </ul> <p>Heating will be used as necessary to ensure comfort levels are maintained particularly in occupied space.</p>	
<p>Appropriate action not taken when there is a confirmed case of Covid re pupil, staff or parent</p>	<ul style="list-style-type: none"> <li>• Government guidance to be followed re confirmed case amongst the school community – page 23 of the document Actions for schools during the coronavirus outbreak</li> <li>• Each school will have an Outbreak Management Plan outlining what school would do if children, pupils, students or staff test positive for COVID-19, or how it would operate if school were advised to take extra measures to help break chains of transmission.</li> </ul>	
<p>Cleanliness of the school and equipment is not maintained to high standard</p>	<ul style="list-style-type: none"> <li>• Deep clean of all areas of school prior to opening to the wider population of pupils / staff</li> <li>• Cleaning staff, including the caretaker, on site throughout the day</li> <li>• Morning and evening cleaning of all areas of school</li> <li>• Staff responsible for regular sanitising of PCs, keyboards etc.</li> <li>• Sanitising of equipment in other areas e.g. photocopier to be undertaken after each use</li> <li>• Play equipment, including loose external (if applicable), to be wiped down after use</li> <li>• Throughout the day regular cleaning of hot spots by caretaker / cleaners</li> <li>• External fixed play equipment not to be used</li> <li>• Appropriate use of soft furnishings</li> <li>• Any fabric chairs will be cleaned as part of a periodic deep clean</li> <li>• Shared resources kept to a minimum and cleaned after every use, including books. Pupils will be allocated their own pack of equipment that will remain on their own designated desk and cleaned at the end of each day by them.</li> <li>• Regular washing of hands etc.</li> </ul>	<p>PFI schools – Cleaning Plan to be agreed with contractor Other schools – own Cleaning Plan developed</p> <p><b>Supporting Evidence</b> Cleaning Plan</p>
<p>School does not have effective cleansing systems in place</p>	<ul style="list-style-type: none"> <li>• Long standing Government guidance followed i.e. regular washing of hands, alcohol hand rubs, hand sanitisers</li> <li>• All children returning to school to be reminded of expectations regarding hand washing etc. Staff managing each group will ensure washing of hands takes place on entering and leaving school and pre/post break times. Assistance for those that struggle to do so independently. Touch points to be cleaned before / after use.</li> <li>• Soap and warm water available in all children’s toilets, areas used for personal care of pupils, staff toilets, classrooms and kitchen areas.</li> <li>• Hand sanitisers will be made available throughout school</li> <li>• Caretaker will complete daily checks on all soap / sanitiser dispensers and will ensure that they are filled. If the soap / sanitiser dispensers are found to be empty during the school day it will be the responsibility of the member of staff who discovered it to inform the school office / SLT who will make arrangements for it to be filled as soon as possible.</li> <li>• Sterilising wipes (alcohol based) to be provided for key touch points e.g. in reprographics room</li> <li>• Provision of tissues in appropriate locations, including all classrooms, for 'catch it, bin it, kill it' (gloves available if needed) and pupils reminded of expectations in their use</li> <li>• Provision of tall lidded bins in classrooms and throughout school</li> <li>• Only rooms with windows that can be kept opened to be used</li> <li>• Internal doors, other than fire safety doors, to be kept open to aid ventilation and minimise contact with door handles. Where this is not possible, sanitising wipes to be used.</li> <li>• Regularly wiping down of touch points</li> <li>• Hand dryers – having consulted various parties, including PFI contractors, regarding the risk, these will remain in use with regular reminders regarding the need to wash hands for 20 seconds prior to use</li> <li>• Air conditioning will not be used in those schools that have it, the alternative of allowing circulation through the opening of windows (and doors where allowed) will be used</li> <li>• Where drinking fountains are in place, these will not be used</li> <li>• Limit the amount of shared resources</li> <li>• No marking of work in books and pupils not to take home books from school</li> </ul>	<p><b>Supporting Evidence</b> Posters located around school</p>



	<ul style="list-style-type: none"> <li>Posters reminding pupils and staff of responsibilities e.g. in washing hands regularly in place at key areas throughout school</li> <li>Sufficient stock of all products maintained through regular audits (at least weekly) of sanitiser dispensers, wipes and tissues to ensure re-orders completed in a timely fashion</li> <li>Pupils to bring in their own water bottles</li> </ul>	
First Aid provision is inadequate	<ul style="list-style-type: none"> <li>At least two registered first aiders and paediatric first aiders on site at all times</li> <li>Stock checks of first aid equipment are regularly undertaken</li> <li>A room in school is designated as a medical room that is to be used to hold children exhibiting Covid symptoms until collected by a parent. Room to allow 2m distancing, ventilation for airflow and access to nearby toilets (PPE to be worn and room to be deep cleaned after use).</li> </ul>	<p><b>Supporting Evidence</b> Updated FA policy</p>
School does not have appropriate PPE for staff	<ul style="list-style-type: none"> <li>The Trust has developed PPE guidance based on NHS staff guidance (rather than government advice).</li> <li>Three months' supply of face masks is held for all staff</li> <li>Further PPE for 'intimate' care is held <ul style="list-style-type: none"> <li>Gloves</li> <li>Aprons</li> <li>Goggles</li> </ul> </li> </ul> <p>Specified bins will be located throughout school for the safe disposal of PPE after use. Pedal bins will be used wherever possible and others will have lids that will be sanitised at the beginning / lunchtime and end of day</p>	<p>DfE recommendation is that full PPE is not needed in schools (other than for intimate care). More generally it advises that PPE, such as masks, be worn when working with others in confined spaces and the Trust's view is to be over cautious in protecting its staff and provide masks for day to day use in communal areas and office space where social distancing is not possible.</p> <p>Face coverings – DfE guidance Dec 21</p> <ul style="list-style-type: none"> <li>It is recommended that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas.</li> <li>Health advice continues to be that children in primary schools should not be asked to wear face coverings.</li> <li>Face coverings do not need to be worn when outdoors</li> <li>Transparent face coverings can be worn to assist communication with someone who relies on: <ul style="list-style-type: none"> <li>lip reading</li> <li>clear sound</li> <li>facial expression</li> </ul> </li> <li>Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited.</li> <li>The benefits of transparent face coverings should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.</li> <li>Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</li> <li>A face visor or shield may be worn in addition to a face covering but not instead of one. This is because face visors or shields do not adequately cover the nose and mouth, and do not filter airborne particles</li> </ul> <p><b>Supporting Evidence</b> PPE Guidance</p>
Fire procedures are not appropriate for new arrangements	<p>Fire procedures will return to normal and reviewed and revised as required, due to:</p> <ul style="list-style-type: none"> <li>Possible absence of fire marshals</li> <li>Social distancing rules during evacuation and at assembly points</li> <li>Possible need for additional assembly point(s) to enable social distancing where possible</li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Fire marshalls have been trained and briefed appropriately.</li> </ul> <ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	<p><b>Supporting Evidence</b> School specific fire procedures / evacuation plans</p>
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Covid 19 page on the school website provides relevant information</li> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> </ul>	<p><b>Supporting Evidence</b> Vulnerable Persons Guidance</p>

	<ul style="list-style-type: none"> <li>The school, and parents are clear about the definitions and associated mitigating strategies relating to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	
Staff cannot travel safely to and from school	Member of staff to advise school if there are problems in travelling to and from school. From these discussions a way forward will be determined, including working from home.	
Social distancing of pupils using school transport is not possible	Providers / LA have confirmed that, following their risk assessments, social distancing on the transport provided will be accommodated	<p>One school in the Trust has a Resource Provision. A number of the children who attend use transport arranged by the LA. Assurances have been given that, following their risk assessments, social distancing will be maintained</p> <p>On dedicated transport, it is now recommended that children and young people aged 11 and over wear a face covering whilst on public transport.</p> <p><b>Supporting Evidence</b> Email correspondence between LA and school 20 May 2020</p>
<b>Mental Health – children and staff</b>		
Pupils' mental health has been adversely affected during the period that the school has been closed and returning to school with a significantly changed environment	<ul style="list-style-type: none"> <li>Schools have Incredible Me and Thrive trained staff</li> <li>Staff have access to Incredible Me</li> <li>Staff are receiving Trauma Informed Schools training</li> <li>Access to external agencies and therapists as required</li> <li>Wellbeing/mental health is discussed regularly in PSHE</li> <li>Parents / pupils to be signposted to websites to support the mental health</li> </ul>	<b>Supporting Evidence</b> ECM Incredible Me Wellbeing Package
The mental health of staff has been adversely affected during the period that the school has been closed	<ul style="list-style-type: none"> <li>Staff are encouraged and reminded to raise any anxieties they may be feeling with their line manager</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff will be signposted to useful websites and resources</li> <li>Referrals to OHU</li> </ul>	
Pupils and staff are grieving because of loss of friends or family	<ul style="list-style-type: none"> <li>Schools have Thrive trained staff</li> <li>Staff are receiving Trauma Informed Schools training</li> <li>Access to external agencies e.g. Educational Psychologists and therapists as required</li> <li>OHU referrals</li> </ul>	
<b>Communication</b>		
Ineffective communication with key stake holders	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> <li>Staff - email / online meetings</li> <li>Pupils - SeeSaw</li> <li>Parents - email, Schoolcomms, SeeSaw (other online communication media)</li> <li>Trust – email / online meetings</li> <li>LGB - email / online meetings</li> <li>Local authority - email / online meetings</li> </ul> <p>Regular updates provided.</p>	<b>Supporting Evidence</b> Parent friendly recovery plan and other relevant information available on the school website
Staff, pupils and parents are not aware of the school's procedures for self-isolation	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on display / confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils in readiness for return</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>Covid 19 section on the school website provides the latest government guidance and school specific documentation e.g. how to make self-referrals for testing</li> </ul>	Update websites if required
Leaders are informed of a positive Covid-19 case out of working hours	<ul style="list-style-type: none"> <li>Headteacher to contact Trust CEO</li> <li>Leaders to follow LA guidance <b>COVID-19 Outbreak Plan</b> and contact Public Health England</li> <li>Headteacher to contact LA emergency contact Richard Lynch, Mel-John Ross, Meigan Oxley using numbers distributed</li> <li>Communicate outcome with necessary parties re closure/non-closure of 'bubble'</li> </ul>	LA Covid -19 Outbreak Plan and supporting letters
<b>Policy</b>		

Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school</li> <li>Staff, pupils, parents, governors and trustees have been briefed</li> </ul>	As dependent on individual school circumstances; Attendance, Behaviour and Attendance policies to be updated by Heads  <b>Supporting Evidence</b> Updated policies
Governors / trustees are not fully informed or involved	<ul style="list-style-type: none"> <li>Online meetings are held with governors / trustees together with the issuing of emails</li> <li>Key decisions about the opening plans are shared with the Chairs of LGBs / Board of Trustees</li> <li>Governors / trustees are updated on the latest government guidance and its implications for the school.</li> </ul>	
Lack of Trust / LGB oversight during the COVID-19 crisis leads to misunderstandings.	<ul style="list-style-type: none"> <li>The Board / LGB continues to meet regularly via online platforms (Zoom and / or Teams).</li> <li>The Trust Board / LGB agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Heads report to LGB includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of the Board / LGB and those with designated responsibilities is in place.</li> <li>Minutes of meetings are reviewed to ensure that they accurately record Board / LGB oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	<b>Supporting Evidence</b> Meeting agendas, minutes / notes and associated documentation
<b>Teaching and Learning</b>		
Additional anxiety caused by the lack of transitional opportunities for pupils moving into their next phase	<ul style="list-style-type: none"> <li>Pastoral staff to communicate with pupils and their parents about the next stage in their education and address any concerns</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Regular communication with feeder secondary schools to keep up-to-date with transition plans</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>	Transition to High School is dependent on how engaged they are in the process e.g. some high schools are not opening until September and are providing no support in transition
Pupils remaining off school will fall behind in their learning and progress during school closures and achievement gaps will widen	<ul style="list-style-type: none"> <li>Remote learning to continue and complement in-school learning</li> <li>Curriculum design prioritises support for children to transition back into school and address any anxieties around this</li> <li>Intervention strategies will be used for those pupils who have fallen behind in their learning as appropriate</li> </ul>	
<b>Free School Meals</b>		
<b>Pupils eligible for free school meals do not receive a school meal</b>	<ul style="list-style-type: none"> <li>Children who are FSM and not attending school at all will still receive the FSM vouchers.</li> <li>Children qualifying for FSM when attending school will receive grab-a-bags and those attending part time will be offered a grab-a-bag to collect on days not in school.</li> </ul>	