



Honywood School

COVID19: SEPTEMBER Opening Risk Assessment and Plan (20/7/20)

LGB Approved:

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Purpose of this document:

This COVID19: Risk Assessment & Action Plan document sets out the decisions taken and measures put in place to prepare for a full opening of the school in September and ensure the school continues to operate in a safe way. Existing policies & guidance continue to apply alongside the actions within this document, including but not limited to:

- Guidance for full opening of schools
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- Health and Safety Policy
- Cleaning RA & Schedule
- First Aid Policy
- Catering RA
- Child Protection Policy
- Behaviour Policy
- Code of conduct
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities
- BAMEed Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings

Steps of Re-opening Preparation:



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Version Control

Version	Revision Date	Revised By	Section(s) revised	Reason for revision

Action plan overview

SUMMARY of responses and actions in light of the 2nd July 2020 guidance for full opening *system of controls* (part two shows our full risk assessment and action plan)

1.1: Minimise contact with individuals who are unwell by ensuring that those who have the coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school:

- a. Communication to all parents and learners around the importance of this in JULY and SEPTEMBER
- b. Home-school agreement makes this requirement explicit
- c. Staff code of conduct makes not obeying track and trace/self-isolation a disciplinary offence
- d. Where a learner or member of staff becomes unwell at school with a new continuous cough or high temperature:
 - i. Medical should be alerted.
 - ii. The learner/ member of staff should be isolated immediately in a closed room with the windows open.
 - iii. PPE should be used by staff in vicinity and handwashing protocols followed
 - iv. A learner should be sent home as soon as parents/carers can be contacted and told they should get a test and inform school of outcome; the member of staff should leave the site as soon as possible and will be asked to get a test and inform the school of the outcome
 - v. There should be a full bleach based clean of the areas the learner/member of staff has been in.
- e. Should a member of the school community have a positive test for COVID -19, the school will contact PHE and follow the advice given around which individuals/groups should be asked to self-isolate. Communications protocols need to be in place for this

1.2: Clean hands more often than usual

- a. All classrooms will be equipped with alcohol gel and staff will be asked to ensure all learners use this regularly (minimum - at start of all lessons). Learners will be encouraged to bring their own hand sanitizer to use at other times and will also be encouraged to wash their hands thoroughly after using the toilet and also when opportunities arise.
- b. All food outlets will have alcohol gel dispenser points; supervising staff will monitor use.
- c. Posters in the toilet areas and around school will remind learners of the importance of handwashing and of the best technique
- d. Messaging around the importance of good hand hygiene included in briefings for learners
- e. Expectations around hand hygiene included in the Home-School Agreement

1.3: Ensure good respiratory hygiene by promoting “catch it, bin it, kill it” approach.

- a. All rooms to have a supply of tissues, checked and replenished by the cleaning team
- b. All rooms to have bins checked and emptied each day
- c. Messaging around the importance of “catch it, bin it, kill it” approach included in briefings for learners.
- d. Posters put up in all classrooms around the importance of “catch it, bin it, kill it”
- e. Expectations around “catch it, bin it, kill it” approach included in the Home-School Agreement
- f. Masks are available for staff that require them and have not brought their own in. No directive to wear masks so at this stage it is a personal choice.

1.4: Introduce enhanced cleaning, including frequently touched surfaces often, using standard products such as detergents and bleach

- a. Continuation of current practice of additional cleaning of priority areas and touch points including doors, toilets and eating areas.
- b. Reduction of touch-points (doors propped open, where safe to do so)

1.5: Minimise contact between individuals and maintain social distancing whenever possible

LEARNERS
<p>Reducing contacts in school</p> <ul style="list-style-type: none"> · All year groups will be kept in year group bubbles. Although learners will pass on corridors and use same spaces, they will not have any further contacts/extended contacts in school. · No mixed year group activity will run until further notice · Year groups will have allocated areas for breaks and lunchtimes
<p>Social distancing at start of the day Staggering entry to school:</p> <ul style="list-style-type: none"> · Learners go straight to lesson 1 and to sit and wait for lesson to start – am reg taken here. Learners encouraged to go straight into school so that a natural stagger is created. · Each year group given a different entry door where possible (supervised) at the start of the day; this will allow monitoring of entry and ensuring any learners choosing to wear a face mask know how to remove it safely. · Learners reminded of importance of walking to school in a socially distanced way in Health and Safety briefings.
<p>Social distancing at END of day</p> <ul style="list-style-type: none"> · Flexible staggered rota at the end of the day to ensure crowding is minimised on the exit route. · BUSES: Duty team to monitor waiting and queuing arrangements in designated zones should the buses not be immediately available
<p>Improving social distancing between lesson change overs</p> <ul style="list-style-type: none"> · One-way system marked out across site (up stairs and down stairs) · Staff asked to stand in the corridor at lesson changeovers to be ready to welcome next class and to ensure learners follow one-way and do not loiter. – learners straight in. · Doors propped open to reduce touch points, where safe to do so. · Learners in classrooms with external doors to be dismissed by those external doors where possible.

Improving social distancing at break and lunchtimes

- Each year group allocated to a ZONE of the field
- Split lunch system to have no more than 2/3 year groups on lunch at a time – one ks3 one ks4
- Field to be open at break and lunchtimes
- All learners to be asked to go OUTSIDE (unless weather is poor – see below)
- Each Year group allocated to a different food outlet at any one time (grab and go; same offer from each outlet)
- Food items sold individually to improve speed and collection of waste.
- Timetable alterations to reduce crowding (see below)

In the event of wet weather at break or lunch, staff could be expected to be on duty for maximum of 50% of the break/lunch period (usual rules around duties may have to be suspended to ensure health and safety of learners) - this will not affect paid duties or duty rota. Learners will spend the break/lunch period in a pre-allocated space/classroom – room from next/last lesson (could be tricky with the split lunch – so a designated room may be assigned for some groups) A map of the school showing zones for both good weather and poor weather will be shared with all staff and learners.

Reducing the risk of contact with COVID-19 on equipment

- Learners will be advised to bring ipad, personal sanitiser, pen, pencil, ruler, calculator, water bottle and relevant books to school each day.
- No sharing of equipment
- All reusable equipment will be cleaned between classes (spray, wipes or washing)

Reducing the risk in the classroom environment

- Windows and doors should be kept open (as far as possible) to ensure good ventilation
- Learners will be sat in the safest possible arrangement for each room. This will usually be side-by-side and facing forwards or outwards in computer rooms etc. In some rooms it may be deemed that a horse-shoe arrangement is needed to ensure a teacher space. SCa to assess each room and determine best layout. Each classroom must have a seating plan which must be followed. The importance of this should be put in home school agreement. Seating plan records kept up to date to support track and trace and to be displayed in all classrooms.

Learning Support Department

- SEND and FLT team to risk assess all support activities and determine actions for September

Reducing large groups being asked to be in one space

- We will minimise assemblies and large gatherings and will use google meet where it is appropriate to do so.

Ensuring all learners are inducted/prepared for “Covid-19 School”

- We will stagger the start to the term across 3 days, to ensure we are able to settle, induct and supervise each year group more intensively. C7 Thur and Fri, C10 and C11 Mon, C8 and C9 Tue

STAFF
<p>Reducing the risks in the classroom</p> <ul style="list-style-type: none"> Teacher area at the front of the class will be marked out (at 2m from front row of learner desks, as far as is possible) All teachers to have option to use face-shields – not required All teachers to have training on safe teaching practices and measures being implemented.
<p>Reducing the risks in offices and other work-spaces</p> <ul style="list-style-type: none"> Signs on the door of each office show the recommended maximum number that can use the space on the door of each office. If the office has reached the maximum number, staff advised to work in a different space/classroom Staff encouraged to work at 2m distance in free periods and side-by-side or back-to-back. Additional cleaning of office spaces with alcohol gel and spray cleaner available for staff to use as required (particularly for touch points such as water coolers and printer/copier) Mark out spaces in staffroom to maintain social distancing. Staff requested to bring own tea/coffee etc to minimize sharing of utensils To reduce the pressure on office space, staff (support and teaching) will be encouraged to spend time outside at break and lunchtime Create separate guidance on kitchens
<p>Reducing the risks in meetings</p> <ul style="list-style-type: none"> All meetings to be held in spacious and well-ventilated rooms 2m distancing to be followed Where 2m distance cannot be followed, meetings should be virtual. Training Days and meeting time will minimize mixing between department teams and should not exceed 30 colleagues in Main Hall
<p>Reducing the risks for the most clinically vulnerable staff</p> <ul style="list-style-type: none"> All staff in the extremely clinically vulnerable category (and other colleagues as appropriate) will be spoken to by LM to discuss additional modifications that will be put in place on a case-by-case basis. This might include a teacher being based in one classroom, not being asked to move around the school, not being asked to be on corridor at lesson changeover and not being asked to do a duty. For a member of the support staff, this might include some home-working or changes to the working environment. Individual RA completed for each case.

1.6: Where necessary, wear appropriate personal protective equipment (PPE)

- All staff will have the option to use a face shield or mask
- School medical room team and first aid team will be instructed to wear PPE if they are called to deal with an individual with coronavirus symptoms at school.
- For learners requiring intimate care PPE will be provided for the staff as required.

1.7: Engage with track and trace

- Handbooks and comms to advise staff, parents and learners appropriately, in line with the full track and trace guidance
- Requirement to engage with track and trace set out in home-school agreement and staff code of conduct
- Should a positive case emerge in the wider community, contact will be made with the local public health protection team and all advice will be followed.

- d. Seating plans kept up-to-date and available at all times to aid track and trace decisions - essential that they are adhered to.

Further measures (including around specific subjects, behaviour, preparing for any future virtual activity, management of the estate etc.) included in the detailed risk assessment that follows. The risk assessment is structured to mirror the sections and categories from the DfE guidance.

Risk assessment follows

Mapped to DfE guidance Five sections

Section 1a: Public health advice to minimise (COVID-19) risks

Prevention

1.1: 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

Control Measures	Risk to Implementation	Action Required / Decision Made
1.1.1 Approach to confirmed COVID19 cases in place	<p>Time delay between getting result from family/NHS</p> <p>Delay in getting equipment in to deep clean</p> <p>Test and Trace affects a large body of staff and makes full opening unsafe</p> <p>Too many staff are required to self isolate for a period of time.</p>	<p>Briefings for staff and learner and home-school agreement establish and reinforce the importance of rapid identification and communication. All current PHE/DfE guidance should be followed re any expected self-isolation of those in bubble/year group/staff in contact with learner(s).</p> <p>Ensure stocks are available including bleaching materials. Deep clean of areas signed off before reuse of specific areas.</p> <p>Protocol to communicate with families and All staff - ensure everyone understands that they do not attend school if case is confirmed or suspected and should follow guidelines on isolation - currently 7 days for confirmed</p> <p>Protocol to modify staffing rota and collapse year groups should staffing capacity be affected - full closure where appropriate.</p>

<p>1.1.2 Approach to suspected COVID19 cases in place during school day:</p>	<p>Learner remains within learner body, despite developing symptoms</p> <p>Lack of PPE equipment available</p>	<p>If a child or member of staff becomes unwell with a new continuous cough or high temp, SLT/First aid should be alerted - included in staff handbook and briefings.</p> <p>The learner or staff member should be isolated immediately in a closed room with window open (office space in learner reception to be used) or appropriate outside space. PPE should be used by staff in the vicinity. The learner should be sent home as soon as parents/carers can be contacted. Staff should be sent home immediately if it is safe to do so or transportation arranged. There should be a full bleach based clean of the areas the learner has been in - stocks maintained and reviewed weekly. The learner or staff member should be advised to seek a test and self-isolate for 7 days. (If tested and negative, they may return earlier)</p> <p>Protocol in place to communicate with families and All staff. Advice provided in home school agreement and staff handbook.</p>
<p>1.1.3 Approach to staff absence reporting and recording in place. All staff aware.</p>	<p>Staff forget to report absence, leaving groups unsupervised</p>	<p>Same absence recording procedures in place as before COVID. HR guidance circulated. Email reminders in place. Records kept of isolation start and end dates if COVID related - staff directed to work from home if isolating.</p>
<p>1.1.4 Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>	<p>Contractors may breach the guidelines established for our building. Additional people in the building.</p> <p>Visitors come to school displaying covid symptoms.</p>	<p>Pat Bash and Peter McLean to Check with the contractor any requirements their employer has specified before visit and share school protocols/RA regarding covid and not attending the site.</p> <p>Where possible all maintenance visits to take place outside of school hours or away from children and staff. External Risk assessments should be requested before arriving on site. Where possible all non essential visits for meetings to be held virtually.</p>
<p>1.1.5 Arrangements in place for any externally employed adults delivering learning in school e.g. peripatetic music tutors, EP etc.</p>	<p>These peripatetic staff are less well versed in the expectations of Honywood at this time and may be unfamiliar with control measure</p> <p>Visitors come to school displaying covid symptoms.</p>	<p>Risk Assessment carried out for specific activities.</p> <p>Briefing document created and provided for visiting tutors prior to arrival.</p> <p>Share school protocols regarding covid</p>

1.2: Clean hands thoroughly more often than usual

Control Measures	Risk to Implementation	Action Required / Decision Made
1.2.1 All learners/staff wash hands or use alcohol gel regularly (at a minimum before eating and at the start of each session).	Supplies of alcohol gel or tissues run out Staff/learners forget expectations Allergies to hand washing/sanitising products There is not sufficient time for learners/staff to complete handwashing at key points in the day eg: break and lunch	Supplies already ordered. Stock available centrally from the trust. Sanitiser available in all classrooms - stock checked weekly Briefings for staff and learner and home-school agreement establish and reinforce the importance of this. Routines established (and in staff handbook) Equipment list for learners includes bringing in personal bottle of sanitiser. Posters put up to remind everyone of the importance Use of staggered break and lunch cuts down number of learners needing toilets at any one time. Supplemented with sanitizer in each room also. This will need to be reviewed during the first week of operation.
1.2.2 Enhanced cleaning regime is in place in line with <u>COVID19: Cleaning in non healthcare settings guidance</u> .	Lack of equipment/antiseptic cleaning fluids	Additional supplies of all cleaning fluids/alcohol gel to be ordered and stock levels maintained. Priorities and priority areas established each day by cleaning team. Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush. Handwash and alcohol gel stations are to be checked and replaced daily by cleaning staff. Additional cleaning sprays/wipes left in teaching spaces, offices and on photocopiers for staff to use Additional hand cleaning stations at key communal areas
1.2.3 Toilets – measures have been taken to avoid breaches of social distancing in toilets	Narrow areas around sinks/dryers lead to people being in close proximity to others	Numbers of learners in toilet blocks controlled by staff on duty to avoid cohort mixing and limit numbers. To avoid everyone needing to use toilets at break or lunch learners are permitted to use them at any time. Staff toilets to have a bolt fitted on the outer door to ensure only one at a time. Relaxed view on punctuality if a result of increased hand washing time.

1.3: Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

Control Measures	Risk to Implementation	Action Required / Decision Made
1.3.1 Staff/learners use tissues and dispose of them properly	Supplies of tissues run out Staff/learners forget expectations Allergies to products	Supplies already ordered. Stock available centrally with the trust. Tissues and lidded bins available in all classrooms - stock checked regularly; bins emptied daily as part of cleaning regime. Briefings for staff and learner and home-school agreement establish and reinforce the importance of this. Routines established (and in staff handbook). Equipment list for learners includes recommending bringing in personal pack of tissues. Posters put up to remind everyone of the importance.
1.3.2 Enhanced cleaning regime is in place in line with <u>COVID19: Cleaning in non healthcare settings guidance</u> .	Lack of equipment/antiseptic cleaning fluids Lack of guidance in dealing with potentially contaminated material in bins	Additional supplies of all cleaning fluids/alcohol gel to be ordered and stock levels maintained. Priorities and priority areas established each day by cleaning team Handwash and alcohol gel stations are to be checked and replaced daily by cleaning staff
1.3.3 Staff/learners use of face masks	Changing government guidance Staff do not have access to a mask	Stock of masks kept. Communicate that masks are not a requirement and that the use of them is a personal choice. If learners require a mask they will need to source their own

1.4: Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Control Measures	Risk to Implementation	Action Required / Decision Made
1.4.1 Enhanced cleaning regime is in place in line with COVID-19: Cleaning in non-healthcare settings guidance .	Areas of the school not cleaned in line with recommendations.	Enhanced cleaning schedule implemented throughout the site, ensuring that contact points (work surfaces, desks, door handles/plates, taps, light switches) are cleaned frequently. Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush. Additional cleaning sprays/wipes left in offices and on photocopiers for staff to use each use. Priorities and priority areas established. Hand Wash and alcohol gel stations are to be checked and replaced daily by cleaning staff.
1.4.2 Capacity of cleaning staff is adequate to enable enhanced cleaning regime.	Absences in cleaning team. Not enough staff available to cover all areas of the school to be cleaned in line with recommendations due to staff absence. Staff not trained properly	Back up plans put in place using trust staff and additional site staff to support gaps in staffing Briefing for staff on cleaning rota and expectations
1.4.3 Adequate cleaning supplies and facilities around the school are in place along with arrangements for longer-term continual supplies.	Lack of equipment/antiseptic cleaning fluids. Potential for contaminated tissues to be left in bins.	Additional supplies of all cleaning fluids/alcohol gel to be ordered and stock levels maintained. Bins emptied regularly. Hand sanitiser available at the school entrance and in all classes.
1.4.4 Sufficient time is available for the enhanced cleaning regime to take place.	Pressure on team owing to additional cleaning/staffing shortages means that some key tasks are missed	On-going cleaning throughout the day. Priority tasks and areas established. All staff advised to leave the site by 4.30pm in order for cleaning to be undertaken.

1.4.5 Waste disposal process in place for potentially contaminated waste from suspected case	Staff not following procedures for contaminated waste	Waste bags and containers - kept closed and stored separately from communal waste for 72 hours Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours). First Aid and contaminated waste is collected in yellow hazard bag
1.4.6 Shared equipment and cross contamination considerations	Cleaning staff sharing equipment	Cleaners provided with individual cleaning equipment so that sharing is minimised. Where equipment is shared a protocol to clean after and before use will be put in place Where possible shared equipment will be left for 72 hours between uses. Classrooms to be provided with gloves and disinfectant spray and wipes

1.5: Minimise contact between individuals and maintain social distancing wherever possible		
Control Measures	Risk to Implementation	Action Required / Decision Made
1.5.1a Robust timetabling and zoning to keep learners in cohort bubbles	<p>Zoning is not clear</p> <p>Supervision is not adequate</p> <p>Learners are not clear on the rules/areas</p> <p>Too many learners are trying to use one space/facility eg: food servery</p>	<p>Cohorts assigned to specific areas when outside on break or lunch. Internal zone arrangements (for bad weather) mapped and shared.</p> <p>Staff Rota is in place; all learners expected to be outside at break and lunch, reducing room supervision requirements. All staff expected to be on duty, in the event of bad weather.</p> <p>Staggered start to the term to allow induction of cohorts across 4 days. Initial assemblies and briefings explain systems. High levels of supervision as we settle cohort groups in.</p> <p>Timetable rewritten to include a staggered break and lunch to ensure that the risk of this is minimised and an effective stagger is in place. Cohorts assigned separate food collection points to maintain cohort group separation.</p> <p>All office spaces to indicate maximum occupancy levels.</p>

<p>1.5.1b Robust arrangements in place for social distancing for staff and children.</p>	<p>Staff and Learners do not follow the rules.</p>	<p>Communication to staff, parents and learners re: arrangements. Home/school agreement to set out expectations. Staff handbook and briefing. Learner induction.</p> <p>Separate entry points – communicated in advance. Staggered exit times communicated to parents. Break and lunch provision separated either by time or location</p> <p>Signs around school in corridors and classrooms reminding learners and staff of the guidelines. 2m markers in all corridors and outside reception and ONE WAY ARROWS put in place in corridors and outside</p> <p>Remove excess furniture (cupboards) to create additional corridor space.</p>
<p>1.5.1c Information shared with parents regarding pupils travelling to school, encouraging walking for local learners and avoiding public transport as much as possible.</p>	<p>Learners do not follow guidance when walking through built up areas.</p> <p>Learners have no option but to use buses - public and contract.</p>	<p>Letter to parents about arrangements for school arrival and to remind learners of expected behaviour on way to and from school - home school agreement. Bus company to confirm arrangements with school. Arrangements (e.g. face-masks) shared with parents and learners.</p> <p>Change of TT to support learners in getting the public bus on time to avoid crowding at bus stop.</p> <p>Turning Circle Gate kept closed until 2.30</p>
<p>1.5.1d Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.</p>	<p>Learners congregate with friends, breaching social distancing.</p>	<p>Parents/learners are informed that they can come on site from 8.30am. Home school agreement and behaviour policy updated to reflect the need to maintain social distancing and avoid crowding outside of year groups</p> <p>Learners use specified entry/exit doors at start and end of the day</p> <p>On arrival, learners move straight to their nominated room (lesson 1 not form) and sit in their designated place and wait for the rest of class to arrive/class to begin.</p> <p>SLT and duty rota monitor learners on corridor and ensure learners move to rooms and sit down</p>
<p>1.5.1e Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.</p> <p>Learners should allow staff to keep 2m distance and should NOT touch each other</p>	<p>Learners congregate with friends, breaching social distancing; learners wishing to be provocative in deliberately breaching guidelines.</p>	<p>Conversations with learners and communication with parents.</p> <p>Risks assessments and individualised approach in place for learners who might struggle to follow expectations.</p> <p>Revised behaviour policy with clear escalation of sanctions. Refusing to take distancing seriously to be a major breach with associated consequences.</p> <p>Social distancing plans communicated with parents, including approach to breaches.</p>

1.5.1f Consideration has been given to what activity is more difficult/not possible to be undertaken with social distancing in place. Each activity should be risk assessed and should not be run unless the risks can be mitigated: PE: Practical science lessons; DT	Staff not prepping in enough time. Staff not taking into account split lessons	Risk assessments to be completed for PE, Art, DT, Science – in line with curriculum model and use. Risk Assessments to be passed as appropriate by SLT Line Manager before this type of lesson is undertaken for the first time. These expectations are shared in the Staff Handbook.
1.5.1g Arrangements in place for the use of outdoor areas in lessons and at break/lunch.		Spaces planned out and designated to cohort groups by time (see map) and staggered breaks/lunches. PE plan/RA with regard to use of outdoor space in lesson time.
1.5.1h Toilets – measures have been taken to avoid breaches of social distancing in toilets	Narrow areas around sinks/dryers lead to people being in close proximity to others	Toilet blocks allocated to different groups (both for staff and learners). Numbers of learners in toilet blocks controlled by staff on duty - one in one out system. Each group/bubble has own toilet block. Staff toilets to have a bolt fitted on the outer door to ensure only one at a time.

1.5.2: How to group children

Control Measures	Risk to Implementation	Action Required / Decision Made
1.5.2a Group learners in cohort bubbles to minimise contact across different cohorts	Learners ignore rules on social distancing Routes and zones not clear	Implement a staggered lunch and break timetable to include KS3 and KS4 (black and blue jumpers) for easy differentiation Introduce different food serving points for each cohort. No cross cohort activities on TT unless approved by SLT
1.5.2b Avoid grouping learners in large groups within timetable - the exception being lunch and break - give guidance to encourage social distancing	Learners ignore rules on social distancing	No large group activities such as assemblies or drop down extra curricular gatherings.

1.5.3: Measures within the classroom

Control Measures	Risk to Implementation	Action Required / Decision Made
<p>1.5.3a Teacher space created to enable safe circulation and maintenance of social distancing</p>	<p>Classroom size</p> <p>Learners move furniture</p> <p>Additional furniture in classroom</p>	<p>All Room arrangements planned out and marked out - record kept of each layout. Teacher space (2m, where possible) and desk established and marked out at the front of each classroom.</p> <p>Exam desks used in larger spaces to create further classrooms as required - eg: main hall</p> <p>Arrangement of room put on wall for easy reference. Teachers encouraged to do visual check on classroom before starting lesson. Unnecessary furniture removed from room and stored to ensure .</p> <p>Evaluate class size according to room to ensure it fits. For classes that are large look to reroom or put additional measure in place. Provide data for staff on av class size across all subjects and cohorts</p>
<p>1.5.3b Classrooms re/arranged to allow as much space between individuals as practical.</p> <p>Front facing to avoid children facing each other</p> <p>Training given to staff on teaching from the front. If have to approach a child, go behind them if possible and keep head above child's head.</p>	<p>Children move desks during lesson or move away from their designated desk during the lesson.</p> <p>Behaviour/medical issue arises that would usually be dealt with at closer proximity than 2m.</p>	<p>Seating plan completed for each room – all learners to have allocated place facing front of class and seating plans stored. Plans on display in all classrooms</p> <p>Remove excess furniture to create additional space.</p> <p>Behaviour and intimate care policies (and any other relevant policies) updated to reflect situation.</p> <p>Home/school agreement updated to reflect situation and shared with parents.</p> <p>Staff trained on how to respond to different scenarios.</p>
<p>1.5.3c Classroom entry and exit routes have been determined and appropriate signage in place.</p>	<p>Learners do not follow designated routes leading to crowding on corridors in breach of guidelines.</p>	<p>Ensure signage up and securely fastened</p> <p>Duty rotas support efficient entry and exit to classrooms from corridors Parents and learners informed as to entry point for each group in advance of return (see map)</p>

<p>1.5.3d Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].</p>	<p>Learners forget guidelines.</p> <p>Learners forget equipment and borrow from others.</p> <p>Learners do not have tissues.</p>	<p>Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets. Learners told to bring their own pen, ruler and calculator to school. Supplies for lending out in each classroom (which will then be sanitised, if used)</p> <p>Tissues and alcohol gel provided in each room as well as gloves and disinfectant spray.</p>
<p>1.5.3e Classrooms have maximum ventilation possible to allow for good airflow.</p>	<p>Staff forget to open windows/doors.</p> <p>To achieve a quiet working environment, staff choose to close the door.</p> <p>Air conditioning used in some rooms</p>	<p>Posters on doors and on teacher's desk to remind them to open windows and doors (and then to close them as a part of any fire evacuation).</p> <p>Fire Marshall walk through check carried out.</p> <p>Air condition should not be used unless it is safe to do so - independent check needed</p>
<p>1.5.3f Reduce staff contact with multiple learner exercise books</p>	<p>Staff forget protocols and collect work in or attempt to mark books</p>	<p>Update Staff handbook. Staff directed not to collect physical books for marking - instead use Google Classroom to provide all feedback. Learners take photo of written work and upload to Classroom.</p>
<p>1.5.3g Reduce cross contamination of equipment</p>	<p>Learners forget equipment</p> <p>Learners share equipment</p>	<p>Provide updated equipment list including the need for ipad to be fully charged</p> <p>Teachers provided with wipes to wipe equipment in the event that it is used by more than one person. For practical subjects such as PE an individual RA should be completed for specific activities and signed off by JSA</p> <p>Wipes provided in classrooms and handed out to learners- Learners required to wipe computer keyboards before they use them</p>

1.5.4: Measures elsewhere

Control Measures	Risk to Implementation	Action Required / Decision Made
1.5.4a Arrangements in place to provide food to staff and learners on site over lunchtime, including the requirement of universal free school meals.	Catering staff are not working in a safe way Groups mix in catering areas. Numbers in the queues lead to learners touching	Kitchen has remained open and most staff are aware of the guidelines from government; induct staff returning from furlough. Catering staff to wear face masks through food prep and service. Catering staff work areas separated and numbers in the kitchen controlled. Separate "Grab and Go" points established with simplified menu that allows for quick service.
1.5.4b Arrangements for the provision of Meal Deal for all (including FSM)	Menu not adjusted and items on sale do not allow for a meal deal/ do not meet nutrition guidelines	KFr to work on weekly menu and ensure standards met and meal deal offered each day
1.5.4c Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that learners do not mix other groups.	Learners mix, increasing the number of contacts and increasing transmission risk. Cross contamination through different bubble/cohort groups using same lunch space	Staggering and allocation of areas to ensure separation. Learners eat outside in their Zone (or in timetabled classroom in wet weather) Controls and responsibilities shared with all staff in handbook Timetable to create a delay between lunch sittings so that cleaning can take place - wipe down of surfaces and contact points
1.5.4d Additional measures to minimise cross contamination of IT equipment	ipad repairs are handled by staff	Where possible ipads will be left for 72 hours then sprayed with disinfectant before being worked on. Spare ipads should be kept to issue if there is a prolonged delay and the learner needs one more quickly

1.5.4e Use of face masks	Learners and staff anxious about removing masks	Follow national guidance on use of masks Current guidance - Communicate to learners and staff that masks are optional and are not required. Visors are also available for staff that need to teach and are hampered by the use of a mask.
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1.5.5: Measures for arriving at and leaving school

Control Measures	Risk to Implementation	Action Required / Decision Made
1.5.5a Arrangements are in place to support social distancing at the start of the day	Groups of learners loitering for too long	Seperate entrances for each cohort - directed by one way system. Seperate entrances for different cohorts - sign posted Staff duty rota to monitor one way system keep corridors clear No morning registration - Learners go straight to LS1 Staff go straight to LS1 room
1.5.5b Arrangements are in place to support social distancing at the end of the day	Groups of learners loitering for too long	Staggered end time - variable leaving time by 5 min delay Use of one way system Staff duty rota to monitor one way system keep corridors clear and usher straight on to bus and off site
1.5.5c Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.	Bottlenecks likely at entrance to school. Social distancing more difficult to be maintained.	2-meter markers to be added on routes to main entrances. Signing in at each entry point with staff on duty at key times Different entry/exit points for different groups of learners - Map of routes produced in advance Entry points/times and arrival/departure communicated to parents Parents to be informed that they are not to enter the school unless in an emergency or if pre-arranged with the school.

1.6: Where necessary, wear appropriate personal protective equipment (PPE)

Control Measures	Risk to Implementation	Action Required / Decision Made
1.6.1 Additional procedures for supporting First Aid in place.	Staff not properly equipped Multiple learners caught in bottleneck in learner reception	Medical room to be provided with visor/gloves/facemask and apron. Infra-red thermometers to be used. First Aid point established at Reception (with SD markers in place). Reception to contact Medical so they can attend and assess.
1.6.2 PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place.	Shortages incurred.	PBs to contact SAT Central services to check weekly each school's position and re-order.
1.6.3 Staff provided with face visor, face mask , gloves if required (e.g.first aiders, LSAs)	Not used properly and contaminated.	Training for all staff on safe use of the optional PPE.

Section 1b: Public health advice to minimise (COVID-19) risks - Response to Infection

1.7: Engage with the NHS Test and Trace process		
Control Measures	Risk to Implementation	Action Required / Decision Made
1.7.1 Learners are kept in their cohort based “bubbles” in school.	Learners do not follow guidelines regarding maintaining social distancing and keeping to specified zones. Staff forget to do seating plans	Expectations of behaviour regarding maintaining social distancing and support school measures communicated with learners. Seating plans required (staff handbook); Audit to check these have been completed - kept up to date and stored on Google Drive for quick access
1.7.2 Staff, parents and learners receive accurate advice and follow it	Local PH advice not followed	Communication protocol in place to inform families when required to do so along with regular updates of guidance. Expectations around following quarantine guidance shared in Home-school agreement and staff code of conduct. inc. requesting evidence of negative test results before returning. Local PH always contacted in case of a positive case. Information shared and advice followed. Guidance in staff handbook and code of conduct to require all staff to engage with test and trace process and respond to an requirements from public health (no requirement to use the app)
1.7.3 Records of visitors to site	Inaccurate and out of date records	Maintain up to date records of who has been on site and location of work as well as key contact.

1.8: Manage confirmed cases of coronavirus (COVID-19) amongst the school community

Control Measures	Risk to Implementation	Action Required / Decision Made
1.8.1 Arrangements for responding to an external test and trace request	<p>Unclear records of who the subject has been in contact with and a lack of clarity around who to direct to the test and trace service.</p> <p>Delay in responding to the test and trace request</p>	<p>Maintain all records of groups, seating plans etc so that swift identification of those immediately associated with any individual can be quickly identified.</p> <p>Clear guidelines within Home school agreement and staff handbook as well as briefings.</p> <p>Follow all PHE guidance regarding sending learners or staff home to isolate after direct close contact and monitor any incidences or occurrences of direct close contact:</p> <ul style="list-style-type: none"> • 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
1.8.2 Approach to confirmed COVID19 cases in place	<p>Time delay between getting result from family/NHS</p> <p>Delay in getting equipment in to deep clean</p> <p>Test and Trace affects a large body of staff and makes full opening unsafe</p> <p>Too many staff are required to self isolate for a period of time.</p>	<p>Briefings for staff and learner and home-school agreement establish and reinforce the importance of rapid identification and communication. All current PHE/DfE guidance should be followed re any expected self-isolation of those in bubble/year group/staff in contact with learner(s).</p> <p>Ensure stocks are available including bleaching materials. Deep clean of areas signed off before reuse of specific areas.</p> <p>Protocol to communicate with families and All staff - ensure everyone understands that they do not attend school if case is confirmed or suspected.</p> <p>Protocol to modify staffing rota and collapse year groups should staffing capacity be affected - full closure where appropriate.</p>
1.8.3 Approach to suspected COVID19 cases in place during school day:	Learner remains within learner body, despite developing symptoms	If a child or member of staff becomes unwell with a new continuous cough or high temp, SLT/First aid should be alerted - included in staff handbook and briefings.

	Lack of PPE equipment available	<p>The learner should be isolated immediately in a closed room with window open (office space in learner reception to be used) or appropriate outside space. PPE should be used by staff in the vicinity. The learner should be sent home as soon as parents/carers can be contacted. There should be a full bleach based clean of the areas the learner has been in - stocks maintained and reviewed weekly</p> <p>The learner or staff member should be advised to seek a test and self-isolate for 7 days. (If they are tested and it is negative, they may return earlier)</p> <p>Protocol in place to communicate with families and All staff. Advice provided in home school agreement and staff handbook.</p>
1.8.4 Approach to staff absence reporting and recording in place. All staff aware.	Staff forget to report absence, leaving groups unsupervised	Same absence recording procedures in place as before COVID. HR guidance circulated. Email reminders in place. Records kept of isolation start and end dates if COVID related - staff directed to work from home if isolating.
1.8.5. Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) –	Not enough staff are in the building to provide effective supervision/teaching. Key members of staff e.g. DSL, HT not able to work.	<p>Increase number of staff working from within the building to ensure there is a supply of staff to pick up cover of groups.</p> <p>Determine contingency plan should sickness hit key roles (DSL, HT) or too many staff - reduce number of learners in building if needed - communicate to families.</p>
1.8.6. Arrangements for accessing testing , if and when necessary, are in place. Staff are clear on returning to work guidance.	Staff don't get tested if they have symptoms and have to self-isolate for full 7 days (or 14 for symptoms in the Household)	Guidance on testing included in "staff coronavirus" handbook and code of conduct. HR guidance circulated to staff.
1.8.7 Arrangements in place for any visitors/ contractors on site, protocols and expectations shared. NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.	<p>Contractors may breach the guidelines established for our building. Additional people in the building.</p> <p>Visitors come to school displaying covid symptoms.</p>	<p>Pat Bash and Peter McLean to Check with the contractor any requirements their employer has specified before visit and share school protocols regarding covid</p> <p>Where possible all maintenance visits to take place outside of school hours or away from children and staff</p> <p>Where possible all non essential visits for meetings to be held virtually.</p>
1.8.8 Arrangements in place for any externally employed adults delivering learning in school e.g. peripatetic music tutors, EP etc.	Peripatetic staff are less well versed in the expectations of Honywood at this time and may be unfamiliar with control measure	Risk Assessment carried out for specific activities. Briefing document created and provided for visiting tutors prior to arrival.

	Visitors come to school displaying covid symptoms.	Share school protocols regarding covid
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1.9: Contain any outbreak by following local health protection team advice

Control Measures	Risk to Implementation	Action Required / Decision Made
1.9.1 Protocols and arrangements for multiple confirmed cases leading to a potential or confirmed outbreak .	Delay in identification of outbreak.	<p>Maintain records of patterns of all suspected cases and review daily to update into confirmed cases. All records to indicate immediate contacts.</p> <p>Protocol in place to inform PHE about each and every case and the number of confirmed and suspected cases over the last two weeks.</p> <p>Follow all PHE guidance in the event of a closure or test and trace en masse.</p>

Section 2: School operations

2.1: Estate - Preparing buildings and facilities

Control Measures	Risk to Implementation	Action Required / Decision Made
<p>2.1.1 Premises and utilities have been health and safety checked and building is compliant.</p> <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements 	<p>Routine checks have been missed in light of the very busy response to Covid-19 and the reduced levels of staffing.</p> <p>The disruption to catering has led to food not being used up in the usual timeframe.</p>	<p>The building has remained in-use throughout this period.</p> <p>All regular health and safety checks have been carried out through COVID partial closure period.</p> <p>Legionella inspection visit completed in May 2020.</p> <p>Ensure kitchen is operating in line with COVID-19 advice from the government</p> <p>Catering equipment has been checked.</p>
<p>2.1.2 Workspaces for staff:</p> <p>Workspaces re-designed to allow office-based staff to work as safely as possible</p>	<p>Staff Area offices, Admin/Finance areas and Site Team do not allow for a 2m space between desks.</p> <p>Staff rooms do not allow for a 2m space.</p> <p>Reception areas - area of high traffic.</p> <p>Serving and sales points in canteens put learners in close proximity to catering staff</p>	<p>Where possible, office furniture and layout changed to allow greater social distancing.</p> <p>Signs on the door of each office show the recommended maximum number that can use the space on the door of each office. If the office has reached the maximum number, staff advised to work in a different space/classroom</p> <p>Staff encouraged to work at 2m distance in free periods and side-by-side or back-to-back.</p> <p>Screen put in. Alcohol gel by signing in book for visitors (at 2 metre distance to reception desk)</p> <p>Screens put in on serving points and tills for ALL food outlets</p>
<p>2.1.3 Entry and exit routes to the school are in place, any physical</p>	<p>Bottlenecks likely at entrance to school. Social distancing more difficult to maintain.</p>	<p>2-metre markers to be added on routes to main entrances to encourage distancing.</p> <p>External 2 metre signage Social Distancing signs to be displayed.</p>

changes and/or signage required to allow social distancing are in place.		Different entry/exit points for different groups of learners (see map). Entry points and staggered starts and finishes for school day communicated to parents.
2.1.4 Corridors: Measures are in place to support social distancing and reduce possible contamination	Narrow corridors can make social distancing difficult to achieve. Doors, passed through by many people each day, are a potential cause of transmission Touch points on doors have a high use	2m markings put in on all corridors to support social distancing. ARROWS added to support adoption of ONE-WAY systems throughout the school Increased cleaning rota - see cleaning section
2.1.5 Classrooms: Measures are in place to ensure adequate ventilation	Windows and/or doors remain closed	Staff encouraged to assess ventilation as part of pre lesson check and open windows and leave doors open.
2.1.6 Water fountains.	Water fountains can cause queues and the fountain casing can create a risk of transmission as touched by multiple users.	Water fountains not in use. Learners encouraged to bring in own water bottle
2.1.7 Consideration given to premises lettings and approach in place.	Not sufficient time for thorough cleaning after any lettings and before school starts.	Lettings risk assessed. This will include checking that additional cleaning is in place and any additional costs to school are covered and that the site team capacity is not exceeded.
2.1.8 Consideration given to the arrangements for any deliveries.	Deliveries overlap with key movements at entry/exit points and main reception Deliveries put Site Team at risk.	Signage at front of school Delivery of non school items and personal deliveries prohibited
2.1.9 Emergency Evacuation: Evacuation routes are confirmed, and signage accurately reflects these. NB: In the event of emergency the priority is getting out of the building calmly regardless of social distancing.	Social distancing would be harder in an evacuation situation. Selected Fire doors being propped open pose a risk	Evacuation procedure reviewed - cohorts kept separate. No fire doors left open Staff provided with fire drill procedures and assigned to close all propped open doors when responsible for a room.

2.2: Dedicated school transport, including statutory provision

Control Measures	Risk to Implementation	Action Required / Decision Made
2.2.1 Maintaining bubble groups and social distancing on buses	Learners breaking bubble groups and/or sitting together	<p>Briefings to learners about sitting apart on buses where it is reasonably possible to do so.</p> <p>Brief buses to keep blue and black jumpers separate - in the very least this will create a KS3 and KS4 separation.</p> <p>Liaise with bus company and communicate measures being implemented. Request a copy of the contractors risk assessment</p>
2.2.2 Follow guidance on the use of face masks	Learners not wearing face masks when required	<p>Monitor national advice</p> <p>Briefings for learners reinforcing the importance of following public health advice as it changes</p> <p>Add to home school agreement and behaviour policy if required</p> <p>Check requirements of each bus company</p> <p>The wearing of face mask will be subject to risk assessment carried out by the catering manager supported by SAT</p> <p>Catering manager will plan staff work flows/activities allowing for safe distancing where possible. (The above would apply if self-distancing cannot be achieved)</p>
2.2.3 Leaving the school site by contract bus	Learners bunching together to queue to get on bus	<p>Staggered departure of year groups by five minutes to ease congestion.</p> <p>Duty Rota to supervise buses</p>
2.2.4 Managing personal hygiene on buses	Learners forget to keep hands clean	<p>Learners to be encouraged to bring personal hand sanitiser and use frequently - before and after departure</p> <p>Duty Rota to supervise buses</p>

2.3: Wider public transport

Control Measures	Risk to Implementation	Action Required / Decision Made
2.3.1 Promotion of alternative modes of transport	Too many learners travel by public bus and are unable to social distance	Survey parents to gain an overview on transportation options Liaise with bus contractors to put on additional routes/services
2.3.2 Maintaining social distancing on buses	Not enough space on bus	Briefings to learners about sitting apart on buses where it is reasonably possible to do so. Monitor ongoing requirements regarding public buses and timetables Communicate - Families using public transport should refer to the safer travel guidance for passengers .
2.3.3 Follow guidance on the use of face masks	Learners not wearing face masks when required	Monitor national advice Briefings for learners reinforcing the importance of following public health advice as it changes Check requirements of public buses and communicate to learners and families
2.3.4 Leaving the school site by public bus	Learners bunching together to queue to get on bus	Earlier finish to ensure time for learners to get to bus stop and avoid waiting around Duty Rota
2.3.5 Managing personal hygiene on buses	Learners forget to keep hands clean	Learners to be encouraged to bring personal hand sanitiser and use frequently - before and after departure

2.4: Pupils who are shielding/self-isolating, SEND needs or are anxious about return to school

Control Measures	Risk to Implementation	Action Required / Decision Made
2.4.1 Learners need to engage in home learning as a result of shielding or isolation	Learners do not engage with google classroom material	Learner switches to remote learning - all teachers informed that they will be accessing lessons from Classroom. FLT to monitor engagement and wellbeing with support from cohort leader and LGL
2.4.2 Attendance at school for learners anxious about returning	Learners not attending Families not engaging	CLs and FLT to meet with learner and family Individual risk assessment to be completed
2.4.3 Assessment of SEND needs	Lack of understanding of the impact SEND needs have on the measures being implemented across school	SEND team to ensure that an individual RA is conducted for all EHCP learners - RA includes supporting learners to manage personal hygiene requirements - PPE support for LSa where possible restrict LSAs to cohorts FLT to risk assess other vulnerable learners and create bespoke programmes as needed - RA includes supporting learners to manage personal hygiene requirements HUB team to complete a RA for use of hub space and implement measure to mitigate bubble overlap - where possible restrict LSAs to cohorts

School workforce

2.5.1: Staffing		
Control Measures	Risk to Implementation	Action Required / Decision Made
2.5.1a Approach to staff absence reporting and recording in place. All staff aware.	Staff forget to report absence, leaving groups unsupervised	Same absence recording procedures in place as before COVID and during lockdown. Reminders in place via bulletin and regular HR update
2.5.1b There are enough staff in the building for safe operation and full curriculum delivery Key roles are covered safely (e.g. SENCo, DSL, Prevent etc)	Illness or requirement to track and trace keep a significant number of staff off work.	Suspension of 'rarely cover' for this period of time until a reduction in year groups in school can be implemented. A daily assessment will be made of whether all year groups can remain in school.

		Key roles are covered by at least 2 people in each case. Additional colleagues to have emergency DSL training to improve safeguarding coverage.
2.5.1c Approaches for meetings and staff training in place.	Staff feel anxious about attending meetings, if social distancing is not maintained. Increased risk of infection if large scale meetings held	No large-scale staff meetings or training sessions. No more than 30 staff members in Main Hall All other meeting spaces to be at 2m These spaces to be used with maximum ventilation Where meetings cannot be safely held face-to-face, google meet should be used
2.5.1d Arrangements for accessing testing , if and when necessary, are in place. Staff are clear on returning to work guidance.	Staff don't get tested if they have symptoms and have to self-isolate for full 7 days (or 14 for symptoms in the Household).	Guidance on testing and the expectations around testing and following all track and trace/ self-isolation instructions included in Staff Handbook - Juniper FAQ guidance shared.
2.5.1e Return to school procedures are clear for all staff.	Staff are unclear, creating anxiety and potential for guidelines to not be followed.	Staff Handbook and training with accompanying PowerPoint accessible to all. This will include guidance on approach to teaching as well as use of the building. Training Day includes sessions on teaching in a SD way.
2.5.1f PPA for staff.	PPA for staff is not able to be maintained. Rarely cover is breached.	Staffing levels in the building are maintained and PPA time is preserved, as far as possible. Where possible, staffing has been kept below loading. Timetabling and cover staff reduces risk of cover; however, it remains the case that staff absence is likely to be higher and so rarely cover is expected to be breached.
2.5.1g Office space for staff	Numbers in office may breach safe levels, causing some staff to have to work in different areas, impacting on ability to complete tasks	Timetable changes should reduce numbers in the office at key points.
2.5.1h The approach for inducting new starters has been reviewed and updated in line with current situation.	New staff do not have effective induction affecting well-being and ability to perform their job effectively	Under leadership of DCa, Induction processes will be kept under review. Early Career framework will provide additional support to new teachers
2.5.1i Return to school procedures are clear for all staff.	Staff are unclear, creating anxiety and potential for guidelines to not be followed.	Staff handbook and training accessible to all. This should include guidance on approach to teaching as well as use of the building.

Staff able to provide feedback on implementation of actions plans	Staff are not able to express concerns regarding the implementation of safety measures	Union reps to receive feedback and pass on to leadership team.
2.5.1j Any staff contracts that need to be issued, extended or amended considering the current situation have been.	Louise Hazell-Young is unwell and unable to issue contracts for a period of time	Work could be delegated to trust staff if required
2.5.1k Recruitment is in place to ensure full staffing for September 2020 and beyond	Recruitment opportunities missed or not run effectively	Recruitment processes are running effectively, including for key roles. Currently no outstanding vacancies to fill this term. Protocols in place to conduct interviews virtually - interview process modified to replicate assessments that would normally take place in a classroom
2.5.1l Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.	All major HR processes resolved at start of lockdown	Juniper HR advice sought and followed with regard to staff who are unwilling to return to their usual role, despite contingencies in place Juniper FAQs circulated
2.5.2m Staff dress code	Staff dress is not practical in terms of easy cleaning Staff misunderstand rules and dress inappropriately.	Continue with current approach to staff dress code to enable for easy washing. Must still be smart but items such as suits are optional as these take longer to clean. The approach must still be smart and should role model our expectations for learners.

2.5.2: Staff who are clinically vulnerable or extremely clinically vulnerable or pregnant and staff who may otherwise be at increased from coronavirus

Control Measures	Risk to Implementation	Action Required / Decision Made
<p>2.5.2a Arrangements are made for colleagues who are extremely clinically vulnerable, pregnant or at risk</p>	<p>Pressure of staffing means needs are overlooked</p> <p>Breast feeding women do not feel safe and do not have a clean space to express milk.</p>	<p>Bespoke arrangements agreed for each member of staff in this position and these are shared with line-managers.</p> <p>Individual risk assessments updated in September and implemented</p> <p>HR guidance and FAQs shared with staff</p> <p>A discreet office space with privacy will be identified which will be added to the cleaning rota.</p>
<p>2.5.2b Arrangements for staff who are working from home are in place if needed. Survey in place to be sent out in response to another lockdown as well as at the start of September to confirm circumstances</p> <ul style="list-style-type: none"> Communication arrangements through line managers are in place with those staff and their role in continuing to support the working of the school is clear. 	<p>Staff do not respond to survey.</p> <p>Lack of clarity around vulnerable groups</p>	<p>Initial survey completed by all staff. Re send survey in September</p> <p>All self-identifying staff to have communication from relevant line managers to check on-going work from home arrangements and that any barriers are addressed. Where applicable such as for BAME, pregnant, new mothers, older staff with health conditions and disabled staff an individual risk assessment will be completed by the line manager in partnership with the member of staff. BAMEed guidance and royal college of psychiatrists https://www.rcpsych.ac.uk/docs/default-source/about-us/covid-19/impact-of-covid19-on-bame-staff-in-mental-healthcare-settings_assessment-and-management-of-risk_13052020v2.pdf?sfvrsn=1068965_2.</p>

2.5.3: Supporting Staff

Control Measures	Risk to Implementation	Action Required / Decision Made
2.5.3a Approach to support wellbeing, mental health and resilience in place. How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.	<p>Staff feel overwhelmed with the different ways of working and the upskilling required to be effective.</p> <p>Staff feel anxious around ending lock-down.</p> <p>Staff have faced challenges in their living arrangements in lock-down.</p>	<p>Staff are aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx https://www.educationsupport.org.uk/</p> <p>Kerry Nichols leading on sharing approaches and well-being resources with staff. Line Managers encouraged to check in with team members on a daily basis and to ask how people are.</p> <p>Well-being and workload survey to be undertaken in September and issues followed up.</p>

2.5.4: Staff deployment; deploying support staff and accommodating visiting specialists

Control Measures	Risk to Implementation	Action Required / Decision Made
2.5.4a Consideration given to the options for redeployment of staff to support the effective working of the school. If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.	<p>LSAs could be required to lead some groups as not enough teachers on site to cover numbers and may not feel confident to manage the group</p> <p>Some staff are unclear in how they can support provision in this situation</p>	<p>Support given and careful timetabling around only supporting small groups with EHCPs for LSA team if required</p> <p>Staff all informed of roles in clear communication. Redeployment to address key tasks only that must be completed</p>
2.5.4b Maintain safe working environment for LSAs and other staff working one to one or in close contact with learners	<p>PPE unavailable. Staff anxiety</p> <p>Not enough staff available to support learners</p>	<p>PPE stocks maintained and available to staff and support/training given</p> <p>Where possible keep staff to one bubble for extended period to make management of bubbles easier</p> <p>Group learners in need of support together in fewer groups</p>

<p>2.5.4c Arrangements in place for any externally employed adults delivering learning in school e.g. peripatetic music tutors, EP etc.</p>	<p>These peripatetic staff are less well versed in the expectations of Honywood at this time</p>	<p>No other external people on site for Autumn term without supervision and a risk assessment created first. For music see guidance - All lessons will occur in MU1 rather than the small practice rooms (as is the normal space) to allow ample social distancing.</p> <ul style="list-style-type: none"> • There will only be one peri teacher in school per day to allow for thorough cleaning of the room (MU1) upon them leaving. Cleaners will be asked to deep clean as much as possible. Instruments such as brass, woodwind and voice bring increased risk of airborne transmission. • Windows in MU1 to remain open to allow ventilation. • Cleaning station at entrance to room and learners asked to wash hands before entry. • No instruments are to be shared. Learners must have their own (in the past some borrow the school's guitars for example). • EMS RA states that bins must have a lid, I will need to ask site team to supply this as ours don't <p>https://www.essexmusichub.org.uk/files/2019/03/Essex-Music-Hub-COVID19-Risk-Assessment.pdf</p> <p>https://www.musicmark.org.uk/wp-content/uploads/Gudance-for-Schools.pdf</p>
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2.5.5: Staff taking leave		
Control Measures	Risk to Implementation	Action Required / Decision Made
<p>2.5.5a Consideration given to staff that are quarantined as a result of foreign travel.</p>	<p>Staff are unclear about expectation and rules regarding foreign travel</p> <p>Staff booked a holiday before restrictions put in place</p> <p>Restrictions put in place whilst on holiday</p> <p>Staffing levels reduced</p>	<p>Communicate to staff that they should not knowingly and intentionally travel to areas that would require a quarantine making them unavailable to work at the start of term. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</p> <p>Should a member of staff travel to an area that changes quarantine restrictions whilst there then arrangements for home working should be made. The same would also apply for those that had not booked a holiday knowingly - before restrictions put in place</p>

2.6: Safeguarding

Control Measures	Risk to Implementation	Action Required / Decision Made
2.6.1 Work with other agencies has been undertaken to support vulnerable CYP and families .	Families not engaging with support	FLT working very closely with families and agencies Regular contact to continue
2.6.2 Child protection policy reviewed and any changes to approaches shared with staff	Staff miss safeguarding issue	Regular reminders to staff as to signs and reporting processes

2.7: Catering

Control Measures	Risk to Implementation	Action Required / Decision Made
2.7.1 Arrangements in place to provide food to staff and learners on site over lunchtime, including the requirement of universal free school meals.	<p>The canteen has remained open and so preparations are in place.</p> <p>Staffing levels might be too low if numbers using the canteen rose significantly or if significant numbers of staff are absent</p>	<p>Physical changes to canteen covered in SITE PREPARATION</p> <p>Catering staff to wear face masks through food prep and service</p> <p>Catering staff work areas separated and numbers in the kitchen controlled.</p> <p>Food offer to consist of easy to prepare grab and go offerings to reduce face to face contact</p> <p>Creation of additional food pick up points</p> <p>Learners will be encouraged to bring packed lunches where possible to reduce strain on limited resources.</p>
2.7.2 Lockdown provision: Arrangements for the continued	Vouchers are not delivered	FLT to liaise with families regularly to ensure vouchers are working; alternative provision to be put in place if required

provision of FSMs for children not attending school are in place. Edenred vouchers		
2.7.3 Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that learners do not mix other groups	Learners mix increasing number of contacts and increasing transmission risk	Staggering and allocation of areas to ensure separation

2.8: Educational visits and trips/Extra-curricular provision and enrichment

Control Measures	Risk to Implementation	Action Required / Decision Made
<p>2.9.1 The school's annual calendar of events has been reviewed and decisions made on cancelling events. Trips costs being sought from tour companies or insurance (following advice given)</p> <p>Extracurricular activity is safe, year-group specific and in-line with guidance</p> <p>Trips and visits are in-line with guidance</p>	Staff run clubs without full RA in place	<p>All parents informed of decisions and the actions being taken to return monies paid. Calendar amended.</p> <p>No extracurricular events in first weeks, giving time for full risk assessment. Staff wishing to run a club share RA with JSa and do not start until the RA is confirmed as appropriate.</p> <p>No large group events for term 1a. Virtual Year 6 Open Evening No enrichment weeks until the summer term</p> <p>Only local day trips (e.g. field work) to be planned for term 1. No overnight stays. No booking of overnight stays for term 2 and 3, prior to full review in September.</p> <p>Explore alternatives ways to run events virtually - esp arts based one</p>

Section 3: Curriculum, behaviour and pastoral support

3.1: Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.

Control Measures	Risk to Implementation	Action Required / Decision Made
3.1.1 Approaches to lessons that are safe but also engaging and positive in place	Staff do not have confidence to deliver high quality lessons for learners that meet the Covid-19 H and S requirements	Guidance provided on how to best deliver lessons and support learners mental well-being. FLT/SEND to be available for support for individuals identified as in need

3.2: Plan on the basis of the educational needs of pupils

Control Measures	Risk to Implementation	Action Required / Decision Made
3.2.1 Learners with widening gaps identified and support put in place.	We do not have the capacity to support additional learners. Learners with gaps not identified.	CLs lead on intervention and spaces made available for sessions SCa to lead CLs and FLT in identifying those most in need of support in a systematic way. JBr to lead on plans for “re-engaging” the disaffected. Curriculum plans for 2020-2021 include assessment points, to evaluate progress and gaps and time to ensure gaps addressed. 1-to-1 MLCs and small group tutoring/MLCs in place for those in need of it. Extra study groups/reworking classes for Year 10 and 11 to support those most behind PReteach model to be used to inform planning

3.3: Develop remote education so that it is integrated into school curriculum planning

Control Measures	Risk to Implementation	Action Required / Decision Made
3.3.1 All learners have access to technology and remote learning offer , either as part of a blended or full on-line provision	Learners unable to access home learning due to barriers	Contact with families and support put in place. All learners set up on ipad with google classroom. Approach to in school marking and feedback supports remote learning as it is all done digitally Continue to use google classroom to support delivery of all classes

3.4: Practical lessons and equipment use eg: Science, Music, Tech, PE, Art

Control Measures	Risk to Implementation	Action Required / Decision Made
1.5.4d Additional measures to minimise cross contamination of learner equipment	<p>ipad repairs are handled by staff</p> <p>Learners sharing equipment such as computers, instruments, PE equipment</p> <p>Staff handling of equipment</p>	<p>Where possible ipads will be left for 72 hours then sprayed with disinfectant before being worked on.</p> <p>Spare ipads should be kept to issue if there is a prolonged delay and the learner needs one more quickly</p> <p>Rooms with computers will contain wipes for keyboards - already covered</p> <p>RA to take place in all practical lessons involving equipment usage to identify safe activities.</p> <p>Where possible equipment should be left for 72 hours then sprayed with disinfectant before being handled.</p>

3.5: Learner wellbeing and support

Control Measures	Risk to Implementation	Action Required / Decision Made
3.6.1 Learners with widening gaps identified and support put in place	<p>We do not have the capacity to support additional learners</p> <p>Learners with gaps not identified</p>	<p>Monitor absence and modify timetable</p> <p>FLT/SEND identify those most in need of support in a systematic way.</p> <p>Jo Brook to lead on plans for “re-engaging” the disaffected</p>
<p>3.6.2 Consideration of the impact of COVID19 on families and whether any additional support may be required:</p> <ul style="list-style-type: none"> • Financial • Increased FSM eligibility • Referrals to social care and other support • PPG/ vulnerable groups 	<p>Parents do not inform us of their situation</p>	<p>Continue calls to vulnerable families not in school.</p> <p>Survey collected this information and has been passed on to FLT to follow up</p>
<p>3.6.3 Changed expectations shared in advance with learners and parents around</p> <ul style="list-style-type: none"> • Social Distancing (not touching other learners and staying 2m from staff) • Catering • Equipment (pen/pencil /ruler / tissue/ water) • The new school day 	<p>Parents/learners don't follow the new guidelines</p>	<p>Letter explains the importance of these changes for the well-being of the whole school community.</p> <p>Revised Home-school agreement circulated to all parents and learners. Outline of what to expect created and sent to families</p> <p>Add that learners are not to bring any unnecessary equipment or belongings to school</p> <p>Email sent to all learners to outline changes and give confidence</p> <p>First day inductions staggered across 4 days to ensure intensive support given to learners as they get used to the expectations</p>

3.6: Behaviour expectations

Control Measures	Risk to Implementation	Action Required / Decision Made
3.7.1 Learners behave safely and follow new protocols	Learners misbehave as they do not see importance of protocols	<p>Regular briefings planned on importance of following the guidance (for lives and jobs)</p> <p>Expectations clear in Home-School Agreement and sanctions used</p> <p>Revised behaviour policy that highlights the seriousness of not following rules designed to keep everyone safe</p>

Section 4: Contingency planning for outbreaks

5.1: Process in the event of local outbreaks

Control Measures	Risk to Implementation	Action Required / Decision Made
Receiving information regarding a local outbreak	Delay in reporting	<p>Follow Dfe and Public Health Advice</p> <p>Communication protocol in place to inform all staff, parents and learners. Using group call, facebook, website and email.</p> <p>Home learning and home working protocols begin</p> <p>Revisit phased reopening risk assessment</p> <p>Organise for a deep clean of school</p>

5.2: Contingency plans - Remote education support

Control Measures	Risk to Implementation	Action Required / Decision Made
5.3.1 All learners receive a high quality of education .	<p>Staff focus on in-school provision or do not engage with google classroom expectations</p> <p>Lack of monitoring allows individual cases of unacceptable practice to go unchallenged</p>	<p>DCa to lead on teaching and learning in Virtual School and to support staff to deliver engaging lessons that keep motivating learners.</p> <p>JMu to monitor and tackle any poor practice by offering support</p>
5.3.2 Consideration given to staffing roles and responsibilities with regards to the continued remote provision alongside in-school provision.	<p>Focus on in-school provision affects quality of work of google classroom work</p> <p>Staff workload is not managed effectively, affecting well-being</p>	<p>JMu/DCa to continue to oversee quality of provision for Virtual School</p> <p>JMU/MWh/DCa to monitor provision and provide on-going training on approaches</p> <p>Timetabling of in-school provision to be mindful of teaching required for Virtual School.</p> <p>For blended approach teachers should just mirror in school lessons on classroom as current practice</p>