

The Dean Trust

Full Opening of Schools Risk Assessment – Coronavirus

IDENTIFYING, EVALUATING AND MANAGING RISKS

This School Risk Assessment Plan has been written with the understanding that 'risk' can be mitigated but not eliminated. The Trust will continue to, as defined in the Health and Safety at Work Act 1974, do 'what is reasonably practicable to do' to safeguard our staff and pupils.

GUIDANCE FOR EVALUATING THE RISK MATRIX:

| LEGEND | |
|--------------|--------------------|
| I | Impact |
| P | Probability |
| I x P | Risk Rating |

To establish the risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

| Impact (or Consequence) | |
|---------------------------|-------------------------------------------------------|
| Description | Indicators |
| 5 (Major) | The risk has a major impact if realised |
| 4 (Significant) | The risk has a significant impact if realised |
| 3 (Moderate) | The risk has a moderate impact if realised |
| 2 (Minor) | The risk has a minor impact if realised |
| 1 (No consequence) | The risk has no consequence impact if realised |

| Probability (or Likelihood) | |
|-----------------------------|---------------------------------------|
| Description | Indicators |
| 5 (Very Likely) | The risk will emerge |
| 4 (Likely) | The risk should emerge |
| 3 (Unlikely) | The risk could emerge |
| 2 (Very Unlikely) | The risk is unlikely to emerge |
| 1 (Impossible) | The risk will not emerge |

| Score | Risk Description | Action Required |
|-------------|------------------|---------------------------------------------------------------------------------------------------------------------|
| 25 | Extreme Risk | <input type="checkbox"/> Immediate escalation to Headteacher for risk control activities |
| 20 - 15 | High Risk | <input type="checkbox"/> Risk to be actively managed with appropriate risk control activities |
| 12 - 6 | Medium Risk | <input type="checkbox"/> Take appropriate action to manage the risk |
| 5 and below | Low Risk | <input type="checkbox"/> Risk to be removed from register with monitoring activity to assess changes in risk rating |

This 'Full Opening of Schools Risk Plan' has been developed by maintaining all the relevant Risks and associated Risk Controls from the Trust Risk Plan that was produced in consultation with, and with the support of, the Trust Board, Executive Team, the Trust's Health & Safety Consultant Mandy Disney of AD-Safety (the 'competent person(s)' as defined by the Management of Health and Safety at Work Regulations 1999), Trust school Governing Bodies, Unions, Headteachers and Staff. The Trust Risk Plan, and the localised risk plans for each of our ten Trust schools, were shared with parents and wider communities via our school websites.

Following the government's transition in intention from a 'wider opening of schools' to a 'full opening of schools for all pupils', we have revisited our Risk Plan to consider:

- which risks and associated risk controls remain relevant in their entirety?
- which remain relevant but need amending due to changes in expectation and/or government and/or Public Health England advice?
- which remain relevant but need amending due to our experience of, and the intelligence we have gathered, from our wider opening of schools?
- which additional risks and associated risk controls need to be included to meet our ambition of a full and safe return to school for all our pupils and staff?

We will follow the same process of consultation with the aforementioned bodies, and share with our parents and communities via our websites, because we understand the importance that all stakeholders have a comprehensive understanding of the risks, associated risk controls, the Trust's expectations and aspirations, and feel safe, valued and able to return to a thriving school community.

This Risk Plan is built around the principles published by Public Health England to minimise risks i.e.

Essential measures include:

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

How contacts are reduced will depend on the school's circumstances and will, as much as possible, include:

- grouping children together by year group
- avoiding contact between groups
- arranging classrooms with forward facing desks so that pupils do not breathe on each other
- staff maintaining distance from pupils and other staff as much as possible

This Risk Plan is an 'organic' and 'live' document which must be responsive to changes in the advice for schools from the government, Public Health England or from our 'day to day' experience of opening and running schools during this continued period of uncertainty. We will endeavour to consult with all of the previously described bodies prior to making and changes unless the delay that would be faced by doing so would put the health, safety and/or wellbeing of pupils or staff at risk.

In the event of a change in government and Public Health England guidance, due to changes in national and/or local circumstances which means that full opening in September cannot go ahead, the Trust will scale back operations in those affected schools to meet these changes. In the event of a complete local or national lockdown, Dean Trust schools will revert to our remote learning provision, which served us during the initial national lockdown and wider opening periods, only providing onsite provision, where it is safe and we have the capacity to do so, for those groups of pupils identified by the government.

| Risk Description | I | P | Risk Rating | Risk Control(s) | I | P | Risk Rating | Lead for Risk Control Activities |
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| Government Direction and Guidance | | | | | | | | |
| The Trust, and schools within, are not cognisant of the latest national instruction or guidance from central government through Department for Education releases. | 5 | 3 | 15 | <ul style="list-style-type: none"> ➤ Operations Director and Trust school Headteachers to make daily checks are made with Government updates by subscribing to the DfE Coronavirus Update Service and by referring regularly to the CST (Confederation of Schools Trusts) updates and ASCL Coronavirus updates and FAQs ➤ Ongoing contact between the Operations Director and the Trust's Health & Safety Consultant Mandy Disney of AD-Safety (the 'competent person(s)' as defined by the Management of Health and Safety at Work Regulations 1999) ➤ Any updates will be communicated immediately, or in a timely manner, on a 'need to know basis' to appropriate stakeholders (including pupils, parents, staff, governors, trustees and members. ➤ Website information is updated in a similarly timely manner. ➤ The Trust schools and staff therein will actively engage with NHS Test and Trace <p>Decisions regarding the need to scale back scaling back provision due to changes to government guidance and/or an outbreak of the virus (or similar situation that puts pupils and/or staff at immediate and serious risk) in any, or all, of our Trust schools will be made by The Trust Board in consultation with the Executive Team based on government guidance and our ability to maintain a safe and secure site with adequate staff supervision.</p> <p>As a result: The school community has the most recent information from the government, and this is distributed throughout the school community</p> | 5 | 2 | 10 | <p>Operations Director Headteacher</p> <p>Exec Team Headteacher</p> <p>Trust Board Exec Team</p> |

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| Health and Safety | | | | | | | | |
| School Sites | | | | | | | | |
| The sites at each Trust School have not been adequately prepared to safely accommodate the planned number of staff and pupils for each phase of pupil admission leading to a full cohort return. | 5 | 3 | 15 | <ul style="list-style-type: none"> ➤ Pre-opening site Health & Safety evaluations with the Trust Health & Safety Consultant, Operations Director, Academies Director, Headteacher and Estates Manager. ➤ Arrival and departure zones for pupils, parents, visitors and staff encouraging social distancing guidelines. ➤ Signage and safety barriers both within and outside school buildings reinforcing behaviour and social distancing expectations. ➤ Specified doors can remain open, without creating alternative risks e.g. fire retention zones, to limit the risk of virus transmission through opening and closing doors. ➤ Queuing and movement physical indicators e.g. display and floor tape indicating current recommended social distancing (1m+ at the time of writing) including outside classrooms, toilets and for access to catering provision; one-way routes around the school; school entry and exit points; safe distancing recreational areas etc. ➤ Where possible, install physical impervious barriers (e.g. Perspex in reception areas) to reduce contact or transmission of airborne germs/viruses ➤ Employ restrictions on numbers using communal areas, e.g. canteens, staffrooms, toilets, corridors, so that social distancing rules are being met. Whilst there are no social distancing expectations for pupils within year group learning bubbles, older pupils and staff are expected to try and maintain a distance where possible. ➤ Communal areas are supervised to encourage behaviour expectations. ➤ Endeavour to make all areas that are in use 'well-ventilated'. This will require windows to be open or air-conditioning systems must be set to 'full fresh-air' from outside and to NOT recycle air. ➤ Remove furniture in classrooms, where possible, to make expected social distancing more obvious. ➤ Source appropriate stocks of soap, sanitiser, wipes and tissues and establish sanitising stations in each classroom, at each entry/exit point to the school and outside toilet areas as a minimum with safe waste disposal. ➤ For Science laboratories, CLEAPSS http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf states that: <i>Hand sanitiser</i> <i>Remember, the thorough use of soap, water and drying with disposable paper towels remains the preferred method for cleaning hands. In some circumstances this will not be possible and this is where hand sanitisers have a role to play</i> | 5 | 2 | 10 | <p>Operations Director</p> <p>Academies Director</p> <p>Headteacher</p> <p>Site Manager</p> |

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| | | | | <ul style="list-style-type: none"> • Alcohol based hand gels are a real fire risk in labs and thus must not be used in science labs / lessons. • <i>Schools must not make their own gels, as the chemicals schools have or are able to buy are not safe for use on the skin, nor are school labs designed or clean enough to produce cleaning products for the skin.</i> • <i>Schools which are dispensing hand sanitiser from large bulk containers to smaller ones, must label the small containers with similar labelling as the bulk container, to ensure the user is aware of any hazards it may present. This should also include any instructions on how to use the hand sanitiser.</i> • <i>Schools could consider using skin friendly cleaning wipes, these should be low (<5%) alcohol or zero alcohol-based wipes which claim to kill 99.99% of bacteria and viruses.</i> ➤ <i>Source pedal bins with lids for each classroom and sanitising areas. Double-bagging occurs for waste.</i> ➤ <i>Schools to follow most recent current scientific recommendations on Personal Protective Equipment for pupils and/or staff. On 25th August, schools were informed that 'From 1 September new advice will apply to the use of face coverings by staff and pupils in some schools, and to learners in further education. The World Health Organisation now advise that "children aged 12 and over should wear a face mask under the same conditions as adults, in particular when they cannot guarantee at least 1-metre distance from others and there is widespread transmission in the area."</i> <p><i>Nationwide, the government is not recommending face coverings are necessary in education settings generally because a system of control provides additional mitigating measures. On the basis of current advice, in light of mitigating measures education settings are taking, and the negative impact on communication, face coverings will not generally be necessary in the classroom even when social distancing is not possible. Face coverings can have a negative impact on learning and teaching and so their use in the classroom should be avoided.</i></p> <p><i>In (these) local intervention (lockdown) areas, in education settings where Year 7 and above are educated, face coverings should be worn by adults and pupils when moving around, such as in corridors and communal areas where social distancing is difficult to maintain.'</i></p> <ul style="list-style-type: none"> ➤ <i>For Dean Trust schools in local intervention (lockdown) areas there is an expectation that all staff and pupils will wear face coverings (face masks for pupils and face masks or face visors for staff) when moving around the school buildings e.g. on corridors and in communal areas where social distancing is difficult to maintain.</i> ➤ <i>For Dean Trust schools not in local intervention (lockdown) areas there is not an expectation that all staff and pupils wear face coverings when moving around the school</i> | | | | |

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| | | | | <p>buildings e.g. on corridors and in communal spaces. Staff and pupils nevertheless can wear a face covering (face masks for pupils, face-masks or face-visors for staff) at these times should they choose to do so.</p> <ul style="list-style-type: none"> ➤ Face coverings should not be worn in classrooms by pupils, unless in exceptional circumstances where a Risk Assessment determines that it would be appropriate for the pupil to do so. ➤ Whether the school is in a local intervention (lockdown) area or not, staff are permitted to wear face-visors within the classroom as they do not inhibit communication with pupils and so do not adversely impact on teaching and learning. Face masks should not be worn by staff in classrooms as they inhibit communication with pupils. There may be exceptional circumstances where it is deemed appropriate, following a risk assessment, that a member of staff can wear a face-mask. ➤ There is no expectation for staff and pupils to wear face coverings when sat down to eat and/or drink during break and lunchtimes, nor is there an expectation for them to wear face coverings whilst outside during break or lunchtime. ➤ Share the simple World Health Organisation video 'How to wear a fabric mask safely' with staff, parents, carers and pupils https://www.youtube.com/watch?time_continue=27&v=9Tv2BVN_WTk&feature=emb_log_o ➤ Robust Health & Safety checks on all services, utilities and equipment. This will include: checks of hot and cold-water systems. For cold water: tanks; sinks; basins; showers; drinking water outlets (taps and fountains). Systems should not be 'drained down' and there should be increased flushing and temperature monitoring to maintain water quality. For hot water services: calorifiers; direct-fired water heaters; sinks; basins; showers. Water temperatures must be kept within recommended limits for the control of legionella bacteria in water systems. https://www.hse.gov.uk/pubns/books/hsg274.htm ➤ Gas supplies that are not in use should be isolated. Kitchen equipment that holds water e.g. dishwashers and combination ovens should be run through at least one full cleaning cycle each week. 'Deep-cleaning' immediately prior to opening and SLAs with cleaning contractors that incorporate more regular cleaning practices to minimise risk of contaminated services. (including reception areas, classrooms, offices, first-aid room, communal areas, toilets, kitchens etc.) ➤ Cleaning routines include the cleaning of 'frequent touch points' e.g. handrails, door handles, vehicle door handles (inside and outside), shared equipment etc. Cleaning contractors are able to specify the frequency and level of cleaning and by whom. ➤ Each classroom has gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment or furniture. Pupil encouraged to take responsibility for sanitising where they have coughed/sneezed. Where a pupil is unable to do so, the teacher organises for the equipment or furniture to be sanitised. | | | | |

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| | | | | <ul style="list-style-type: none"> ➤ Use signage that clearly indicates which areas have been cleaned and are 'ready to use' and which areas have been used and require cleaning before use by anyone or any group outside of the 'learning bubble'. ➤ Site-managers and cleaning contractors use cleaning products, recommended by the Trust Health & Safety Consultant. ➤ Minimise the use of 'shared resources', e.g. toys, Lego, plastic geometric shapes etc. and have strict washing regimes where shared resources are being used. For shared resources, e.g. PE equipment, Science lab equipment, IT equipment is, where possible, is assigned for use by specific learning bubbles. If this is not manageable then equipment must be appropriately cleaned and sanitised prior to use by another learning bubble. ➤ Catering and cleaning teams endeavour to be fully staffed, versed in safe working practices and understand new school systems and practices that will affect their way of working and provision. ➤ Contractors and suppliers to the school are able to fulfil their duties as normal, are following safe working practices and are equipped to be flexible to changes in government direction and circumstances. ➤ Review, amend where necessary and practice Fire/Emergency Evacuation and Lockdown procedures. Increase the use of online meeting facilities, even for people working in the same building, to reduce the number of people moving around the building and meeting in confined spaces ➤ Where schools have lifts, and they have to be used, inform staff and pupils that only one person at a time should use them. Where a pupil is required to use a lift because of SEND, then any supporting member of staff should be provided with PPE to use when accompanying a pupil in a lift. ➤ Whilst no PE/fixtures and offsite activities should be arranged for the first half-term, in the event that school transport must be used, where possible: only transport pupils from the same learning bubble; social distancing in place; seating plans used; encouraging safe behaviours; good ventilation; and employ sanitisation routines for embarking and disembarking using sanitisers with at least 60% alcohol content. Deep cleaning of vehicles must take place after each use. <p>As a result: Everything that is reasonably practical to do has been done to prepare the site for the safe transition back to school for staff, pupils and visitors.</p> | | | | |

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| The management of visitors to the school is not controlled effectively, increasing the risk of a staff member or pupil contracting coronavirus (COVID-19) | 5 | 3 | 15 | <ul style="list-style-type: none"> ➤ Pre-opening site Health & Safety evaluations with the Trust Health & Safety Consultant, Operations Director, Academies Director, Headteacher and Estates Manager. ➤ Arrival and departure zones for pupils, parents, visitors and staff encouraging social distancing guidelines. ➤ Signage and safety barriers both within and outside school buildings reinforcing behaviour and social distancing expectations. ➤ Where possible, install physical impervious barriers (e.g. Perspex in reception areas) to reduce contact or transmission of airborne germs/viruses ➤ Parents actively discouraged to come on site and actively encouraged to make communication with the school via telephone or email. ➤ Any parent, carer and or visitor that must attend site must wear a face covering when on site, particularly for schools that are in a local restriction/lockdown area or when social distancing cannot be maintained. ➤ All rooms in use will be kept well ventilated by having windows open. Where windows cannot be opened, air-conditioning units will be set to 'full fresh air'. ➤ Sanitisation stations at all visitor entrances. ➤ Cleaning routines include the cleaning of 'frequent touch points' e.g. handrails, door handles, vehicle door handles (inside and outside), shared equipment etc. Cleaning contractors are able to specify the frequency and level of cleaning and by whom. ➤ Sharing of Risk Assessment Plans between Dean Trust Schools and those contractors who are working with each school. ➤ Standards, routines and behaviour expectations made explicitly clear by The Dean Trust to all contractors working onsite or providing services to each school. ➤ Assurances from contractors that they will not permit any worker to come on any school site if they are ill, particularly if they are displaying COVID-19 symptoms. ➤ Assurances from contractors that they will report to the CFO, Headteacher and/or Site Manager if any contracted worker is tested positive for coronavirus (COVID-19). ➤ Assurance from contractors that they will share their Risk Plans, not only with The Dean Trust and/or individual Dean Trust schools that they are contracted too, but will also share with the unions that represent their workers. ➤ For at least the first half-term of the new academic year, the use of music peripatetic teachers will be ceased. <p>As a result: Visitors to school sites will be limited to only essential activity e.g. to support the safeguarding of pupils, delivery of essential goods and services.</p> | 5 | 2 | 10 | <p>Operations Director</p> <p>Academies Director</p> <p>H&S Consultant</p> <p>Headteacher</p> <p>Site Manager</p> <p>Chief Finance Officer</p> |
| The layout of the site, rooming | 4 | 4 | 16 | <ul style="list-style-type: none"> ➤ Follow government advice with regards to planning for Year group 'learning bubbles'. For Primary schools, class group 'learning bubbles'. | 4 | 3 | 12 | Headteacher |

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| <p>capacity and/or staff availability will not allow for each year group 'learning bubble' to function as a separate entity that will work remotely and with no use of shared space or resources from another year group.</p> | | | | <ul style="list-style-type: none"> ➤ Where the layout of the site allows, allocate a specific area of the school i.e. suite of classrooms to a particular year group recognising that this may not be exclusively possible due to the requirement of specialist rooms and resources for those subjects that have a practical element e.g. Science, PE, Technology, Art, Drama, Music, Computing, Business. ➤ For non-practical subjects, 'block and room' the teaching of those subjects in a manner to prevent/minimise the need for those pupils to move. ➤ Whilst pupils will belong to a 'Year Group learning bubble' in secondary schools (and class group bubbles in Primary schools), group pupils by ability within that year group, with a fixed classroom to, as far as possible, minimise their movement around the school. Where timetabling and grouping will allow, create non-practical subject and practical subject blocks so that each year group is able to access as much of the full curriculum as possible, whilst maintain cleaning regimes and social distancing rules. ➤ Where timetabling and resource allocation does not allow for the delivery of the full curriculum, remote learning provision for pupils is high-quality within that/those affected subject areas. ➤ Where the site allows, create separate arrival and departure zones for each of the 'year group learning bubbles' so that safe arrival and departure, including following social distancing guidelines, can be assured. Where the site doesn't allow for the creation of separate arrival and departure zones, stagger arrival and departure times. ➤ Stagger break and lunchtimes so that the opportunity for cross 'year group learning bubble' interaction and contamination is minimised. This will also minimise the risk of communal areas for both pupils and staff to exceed the safe number of people, in addition to allowing cleaning to take place of those areas between use. ➤ Space out resources, tables, chairs etc within communal areas and display 'maximum occupancy numbers' so that social distancing rules can be met. <p>As a result: Class groups in Primary schools and Year Groups in Secondary Schools will, as far as possible, be able to function as separate entities for pupils.</p> | | | | |

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| Supplies and Services | | | | | | | | |
| Contractors / Suppliers of goods and services are not able to fulfil their contracts/business agreements/service level agreements e.g. due to reduced staffing, supply chain issues etc. | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Secure stocks of non-perishables e.g. soap, sanitiser, wipes, tissues, cleaning products etc. ➤ Request supplier / contractor emergency plans to provide assurance of continuity of business ➤ Emergency response contacts for failure of essential services. ➤ Consider spreading risk over several suppliers / contractors across the Trust ➤ Review liability cover for failure to fulfil service level agreements ➤ Utilise instant electronic messaging for circulating messages that require action from stakeholders, including parents/carers, due to services being affected which adversely impacts on the business model affecting health, safety and wellbeing of pupils and staff. <p>As a result: Dean Trust schools are able to maintain appropriate supplies of goods and services so that they are able to function effectively during full opening of schools.</p> | 4 | 2 | 8 | Chief Finance Officer Site Manager Headteacher |
| On-site contractors, e.g. catering and cleaning teams, are not following COVID-19 safe working practices and therefore putting their staff, our pupils and staff at risk of infection. | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Sharing of Risk Assessment Plans between Dean Trust Schools and those contractors who are working with each school. ➤ Standards, routines and behaviour expectations made explicitly clear by The Dean Trust to all contractors working onsite or providing services to each school. ➤ Assurances from contractors that they will not permit any worker to come on any school site if they are ill, particularly if they are displaying COVID-19 symptoms. ➤ Assurances from contractors that they will report to the CFO, Headteacher and/or Site Manager if any contracted worker is tested positive for coronavirus (COVID-19). ➤ Assurance from contractors that they will share their Risk Plans, not only with The Dean Trust and/or individual Dean Trust schools that they are contracted too, but will also share with the unions that represent their workers. <p>As a result: there is consistency in understanding of procedures, behavioural expectations and practice to, as far as possible, maintain a safe working and learning provision for all staff and pupils.</p> | 4 | 2 | 8 | Chief Finance Officer Site Manager Headteacher |

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| Finance and Regulations | | | | | | | | |
| Additional cost pressures due to lockdown have put our schools' finances at risk | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Budget forecasts updated incorporating impact of additional costs and/or lost revenue streams. ➤ Assessment as to whether schools in the Trust are eligible for financial support from ESFA e.g. for exceptional cost incurred. ➤ Assessment on impact on reserves and review reserves policy if appropriate. ➤ Assessment of impact on three-year financial strategy. ➤ Review all finance related policies and procedures to determine whether any fixed-term amendments need to be made. <p>As a result: All Trust schools are financially secure.</p> | 4 | 2 | 8 | Chief Finance Officer |
| The Trust is not DfE and ESFA compliant. | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Reference and follow the ESFAs Chief Education and Accounting Officer direction and requirements regarding financial governance and audit returns. ➤ Internal scrutiny. ➤ External audit. ➤ Meet reviewed statutory timescales for reporting. <p>As a result: The Trust remains compliant.</p> | 4 | 2 | 8 | CEO Chief Finance Officer |
| Human Resources | | | | | | | | |
| The Members, Trustees, Governors and Staff have not been adequately prepared to understand risk management, and | 5 | 3 | 15 | <ul style="list-style-type: none"> ➤ CEO to consult with all Members, Trustees, Governors, Trade Unions and Staff regarding this Trust Risk Assessment Plan. ➤ CEO updates on government direction and Trust developments, practice and impact. ➤ Members, Trustees, Governors and Staff meeting schedules to continue as normal subject to social distancing guidelines using remote learning platforms and physical distancing for those present in the same space. ➤ Review and amend, where necessary, schemes of delegation for a specified period. | 5 | 2 | 10 | CEO Academies Director / Headteacher CEO/Exec Team |

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| adapted systems, structures, practices and expected behaviours for each phase of pupil admission leading to a full cohort return. | | | | <ul style="list-style-type: none"> ➤ Headteacher to consult with their associated Executive Team link, Governing Body, Staff Union Reps and staff regarding their local School Risk Plan. ➤ Health & Safety Policy, Child Protection and Safeguarding Policy, Attendance Policy, Behaviour Policy, Exclusions Policy all reviewed and updated to reflect changes to government and Public Health guidance and intelligence gleaned from wider opening during coronavirus pandemic. ➤ Staff bulletins and 'pre-opening' and 'return to work' staff induction meetings and training conducted by the Headteacher or SLT to develop understanding and compliance of changes to systems and practice. ➤ Dean Trust schools encouraged to use Tuesday 1st and Wednesday 2nd September 2020 as staff induction and preparation days, and Thursday 3rd and Friday 4th September 2020 as phased transition of year groups, with the intention of full opening of schools from Monday 7th September 2020. <p>As a result: All levels of leadership and staff understand risk, the strategies employed to mitigate those risks and their role in implementing the Risk Plan at a level reflective of their role and responsibilities.</p> | | | | Headteacher |
| We have not been able to recruit to fill vacancies. As a result, we do not have a full complement of subject specialists and support staff. | 3 | 3 | 9 | <ul style="list-style-type: none"> ➤ Recruitment process continues following the most current government guidelines. At the time of writing this involves following strict social distancing guidelines. As a result, interviews are conducted either physically, adhering to social distancing current guidance, or remotely. ➤ Safeguarding and employment checks continue potentially using relaxed processes in accordance with new Government guidance. ➤ Cross-Trust collaborative solutions implemented where appropriate. ➤ Maintain strong relationships with teaching and other employment agencies. <p>As a result: Our Trust schools are fully staffed with specialist teachers and support staff.</p> | 3 | 2 | 6 | Trust Group HR Manager School HR Assistants Headteacher Governing Body |

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| We do not have enough staff fit enough to open the school. | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Staff audit to determine the numbers who are not able to physically return to work e.g. due to shielding, self-isolation, showing COVID-19 symptoms or where a Risk Assessment of their health and/or circumstances has indicated that they should not be working on site. ➤ Trust approach to staff with childcare commitments who are otherwise fit for work. ➤ Determine staffing requirements to open the school safely for the number of pupils expected. ➤ Alternative arrangements for staff and pupils not able to attend school. ➤ Normal risk-assessments apply (those applied to an 'exceptional circumstance' which risks the full or partial closure to a school) so that we can fulfil statutory duties to provide a safe environment with an approved staff to pupil ratio. ➤ Only open the school for pupils at a level that is proportionate to the number of staff available to work on site so that a safe working environment can be assured. Being cognisant to needing the Headteacher (or Senior Leader with delegated responsibility), availability (on-site or remote) of Designated Safeguarding Lead, Estates Manager/Assistant with delegated responsibility, First-Aider, SENDCo (or an alternative staff member who could take on this role, Office Staff Member, Cleaners. <p>As a result: Schools are able to provide safe supervision within a safe environment for the number of pupils they are accommodating.</p> | 4 | 2 | 8 | Trust Group HR Manager Headteacher Operations / Academies Director with Headteacher |
| Staff Wellbeing | | | | | | | | |
| There has been no appropriate consideration and subsequent provision planned to support staff mental health, wellbeing and professional | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ To talk openly with staff about the possibility that they may be affected in different ways, consciously and unconsciously by the virus, lockdown and transition back to work, and signpost what to do to raise concerns or who to go to so they can talk things through. ➤ To provide forums for staff to ask questions, share anxieties and confirm their roles and responsibilities after this extended period of lockdown. Information will be used within strict HR guidelines on a 'need to know basis'. ➤ Staff will continue to be signposted to external agencies that can support them with their mental health and wellbeing, including the consideration of an occupational health referral if personal stress and anxiety issues are identified. ➤ Schools to operate daily 'end of the day' opportunities for staff to be able to share 'what went well', 'what was a challenge' and to present ideas to improve systems and practice. ➤ Headteachers to work closely with Staff Voice representatives, including Staff Union Reps, to be informed of staff feeling. | 4 | 2 | 8 | Trust Group HR Manager School HR Assistant Headteacher |

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| development needs to address any personal and professional anxieties and/or challenges. | | | | <ul style="list-style-type: none"> ➤ Have regular keep in touch meetings/calls with people having to shield, self-isolate and/or working at home to provide support, alleviate concerns and demonstrate their value to the school and Trust. Involve staff in completing risk assessments so they can help identify potential problems and identify solutions. ➤ Keep staff updated on what is happening so that they feel involved, informed and reassured. <p>As a result: staff feel that they are valued and supported and that their personal and professional circumstances and/or opinions have been taken into consideration by their Headteacher.</p> | | | | |
| A member of staff has informed the school that they cannot return to work. | 3 | 4 | 12 | <ul style="list-style-type: none"> ➤ The Trust develops a consistent approach which involves sensitively establishing the reason e.g. <ul style="list-style-type: none"> - They have their own child(ren) of a relevant year group but does not want to send them to school due to a lack of confidence in their school's ability to safeguard their child(ren) at this time and they therefore need to be at home due to childcare. - Because they feel anxious about returning and/or don't feel safe. - Because they have been instructed by their union not to do so. etc. and referring to a consistent Trust-wide response for each scenario. This will involve determining whether the reason: has been identified as supported by government health guidance; is the staff member electing not to attend their workplace for an unsupported reason; would put that staff member or someone they cared for at risk in terms of their health and/or wellbeing; and whether alternative arrangements could be made by either that staff member or the school to rectify that situation or accommodate a temporary alternative working arrangement. ➤ Sharing the school's risk assessment plan strategies to provide reassurance. ➤ Our school leaders would always seek to work compassionately and cooperatively with staff to reach a resolution which best serves our staff and pupils. <p>As a result: Staff feel listened to and supported so that they can return to work and/or fulfil duties commensurate of their position at a time agreed with the Headteacher.</p> | 3 | 3 | 9 | Trust Group HR Manager School HR Assistants Headteacher |
| A member of staff informs the school that they fall within one or more of the | 3 | 4 | 12 | <ul style="list-style-type: none"> ➤ This Risk Assessment Plan for our schools, together with local school Risk Assessment Plans, considerably mitigate risks to all staff, including those who are extremely clinically vulnerable and clinically vulnerable. ➤ Determine whether the member of staff falls into the Clinically or Extremely Clinically Vulnerable Group. If so follow associated government guidance: The clinically extremely vulnerable list was paused on 1st August 2020. Pregnant women are in the clinically vulnerable category. Government guidance indicates that there is an expectation that this | 3 | 3 | 9 | Headteacher Trust Group HR Manager |

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| <p>following categories:</p> <ul style="list-style-type: none"> -have a disability -undergoing medical treatment -Black, Asian and Minority Ethnic (BME) background. <p>They believe this puts them in a potentially vulnerable category and have concerns about returning to school.</p> | | | | <p>will allow the significant majority of staff to return to the workplace. The government nevertheless advises that those staff in the most at risk take particular care while community transmission rates continue to fall.</p> <ul style="list-style-type: none"> ➤ Protective measures put in place for staff ➤ Risk assessments put in place for all staff who identify themselves as being vulnerable and/or at risk. ➤ Determine why the member of staff feels vulnerable about their return. ➤ Endeavour to address the needs of the staff member's situation through the Trust and School Risk Assessment. ➤ Determine whether a separate risk assessment is needed. ➤ Provide additional support (regular catch ups etc.) and/or reasonable work adjustments. ➤ Follow Government advice regarding PPE. Refer to pages 6 and 7 'School Sites' of this Risk Assessment for latest PPE update and Dean Trust expectations for staff and pupils. In addition, PPE is also needed... <i>where an individual child or young person becomes ill with COVID-19 symptoms while at school, and only if a distance of 2 metres cannot be maintained</i> <ul style="list-style-type: none"> - <i>where a child or young person already has routine intimate care needs that involves the use of PPE. In which case the same PPE should continue to be used.</i> ➤ Where there is an Extremely Vulnerable member of staff, and following a Risk Assessment with the Headteacher, the Headteacher may decide that it is appropriate for that member of staff to wear a Face-Mask in the classroom. All staff are permitted to wear a face-visor in classrooms should they wish to do so. ➤ Depending on the results of the risk assessment and after discussion with the member of staff either: <ul style="list-style-type: none"> - Return to work ensuring the appropriate welfare support network (internal and external if applicable) is provided Or - Consider whether the school needs to and/or is able to accommodate them working from home at this time. <p>As a result: all staff feel assured of the actions that the Trust and their school are taking to keep them as safe as is possible in the workplace.</p> | | | | School HR Assistant |
| Vulnerable staff are exposed to illness. | 5 | 3 | 15 | <ul style="list-style-type: none"> ➤ All staff understand the symptoms of COVID-19 and report to Headteacher or member of the leadership team. ➤ A requirement that staff who are ill, and therefore not fit to work, stay at home ➤ Risk-assessments made for vulnerable staff with key recommendations for working expectations. ➤ 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, | 5 | 2 | 10 | Headteacher Trust Group HR Manager School HR Assistants |

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| | | | | <p>do not attend school</p> <ul style="list-style-type: none"> ➤ Clean hands thoroughly more often than usual ➤ Encourage good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach ➤ Enhanced cleaning embedded, including cleaning frequently touched surfaces often ➤ Minimise contact between individuals and maintain social distancing wherever possible ➤ Where necessary, wear appropriate personal protective equipment (PPE), e.g. when working in close proximity to vulnerable pupils or administering first-aid ➤ Follow Government advice regarding PPE. Refer to pages 6 and 7 'School Sites' of this Risk Assessment for latest PPE update and Dean Trust expectations for staff and pupils. In addition, PPE is also needed... <i>where an individual child or young person becomes ill with COVID-19 symptoms while at school, and only if a distance of 2 metres cannot be maintained</i> - <i>where a child or young person already has routine intimate care needs that involves the use of PPE. In which case the same PPE should continue to be used.</i> ➤ Share the simple World Health Organisation video 'How to wear a fabric mask safely' with staff, parents, carers and pupils https://www.youtube.com/watch?time_continue=27&v=9Tv2BVN_WTk&feature=emb_log_o ➤ Where there is an Extremely Vulnerable member of staff, and following a Risk Assessment with the Headteacher, the Headteacher may decide that it is appropriate for that member of staff to wear a Face-Shield in the classroom. ➤ Engage with NHS Test and Trace process ➤ Contain any outbreak by following local health protection team advice ➤ This Risk Assessment Plan for our schools, together with local school Risk Assessment Plans, considerably mitigate risks to all staff, including those who are extremely clinically vulnerable and clinically vulnerable. ➤ Clinically extremely vulnerable list will be paused on 1st August. Pregnant women are in the clinically vulnerable category. Government guidance indicates that there is an expectation that this will allow the significant majority of staff to return to the workplace. The government nevertheless advises that those staff in the most at risk take particular care while community transmission rates continue to fall. ➤ Protective measures put in place for staff ➤ Risk assessments put in place for all staff who identify themselves as being vulnerable and/or at risk. <p>As a result: vulnerable staff's exposure to illness is minimised.</p> | | | | |

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| | | | | <p>smell/taste. (This is because a cough or anosmia can last for several weeks once the infection has gone.) The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. If the result is positive then the parents of any pupils that have been working with that staff member will be informed that their child should self-isolate for 14 days. Where there is a positive coronavirus (COVID-19) confirmed case, the Headteacher, or SLT with delegated responsibility in the Headteacher's absence, will inform the local health protection team https://www.gov.uk/health-protection-team and also their Executive Team link.</p> <ul style="list-style-type: none"> ➤ The Headteacher will inform staff whenever a pupil or staff member goes home with COVID-19 symptoms and whenever a pupil or staff member has tested positive for COVID-19. ➤ Site Manager: Advice on rubbish which may have been contaminated and all waste that has been in contact with the staff member – including tissues placed in a plastic bag and tied, then placed in another plastic bag and tied. The bag is marked and stored in a safe place until results are available. If the test results are negative – to be put with normal waste. If positive, follow Public Health England advice. https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings ➤ Return to work health meeting' to evaluate whether the staff member is fit for work (physically and emotionally) and presents no risk to themselves or others. <p>As a result: Staff are fully informed of COVID-19 symptoms and understand reporting and supporting procedures so that risk of transmission is mitigated.</p> | | | | |
| A member of staff contracts and/or spreads coronavirus due to not washing hands or not washing them adequately | 5 | 3 | 15 | <ul style="list-style-type: none"> ➤ Provide water, soap and drying facilities at wash stations. Provide sanitiser and paper towels at sanitising stations. ➤ Provide information on how to wash hands properly and display posters. ➤ Inform staff, prior to returning in September and regularly informally and formally, e.g. at staff briefings and via email, as to when and where they need to wash their hands. ➤ Regular checks of washing and sanitising facilities so that there is an adequate supply of washing/sanitising products ➤ Bins that are for the disposal of paper towels and tissues are flip-top pedal bins. ➤ Encourage staff to check their skin for dryness and cracking and tell them to report any problems to the headteacher of school HR Assistant. <p>As a result: Staff does not contract and/or spread coronavirus due to not washing their hands adequately.</p> | 5 | 2 | 10 | Headteacher Site Manager |

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| A member of staff does not report that a member of their household has been confirmed positive for coronavirus | 5 | 2 | 10 | <ul style="list-style-type: none"> ➤ All staff understand the symptoms of COVID-19 and importance of reporting cases to the Headteacher or member of the leadership team. ➤ Remind staff about the importance of following national guidelines ➤ Reissue and remind staff to follow the sickness policy ➤ Site Manager to remind contractors to follow guidelines in accordance with Public Health England <p>As a result: The risk of staff transmitting virus reduced.</p> | 5 | 2 | 10 | Headteacher Trust Group HR Manager |
| A member of staff is concerned about travelling to work using public transport | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Encourage staff that are able to walk, cycle or drive to work not to use Public Transport to decrease the demand for those services. This will allow those that need to use public transport to be able to do so whilst exercising social distancing. ➤ Listen to the member of staff's concerns, consider alternatives to the use of public transport e.g. cycling, walking or driving and guide the member of staff to the government website https://extranet.dft.gov.uk/safer-transport-campaign/schools/ <p>As a result: Members of staff feel assured about travelling to work.</p> | 4 | 2 | 8 | Headteacher Trust Group HR Manager School HR Assistants |
| Pupil Wellbeing | | | | | | | | |
| There has been no appropriate consideration, and subsequent provision, for the mental health of pupils and the possible anxieties | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Pastoral teams, including tutors, to conduct pre-return direct contact with parents/carers of vulnerable pupils to ascertain pupils' health, wellbeing, anxieties, family developments (including possible loss of family members), other challenges and/or positive developments (e.g. social or academic progress) since lockdown. Information will be shared on a 'need to know basis' within strict safeguarding guidelines. ➤ Create a pre-return opportunity for pupils (e.g. letter, essay or PowerPoint Presentation) to share their lockdown experience with their tutors. Pupils will be encouraged to share their achievements e.g. related school work, developing a new skill, researching an area of interest, helping around the house or with a sibling etc. They will also be encouraged to ask questions, share any anxieties and highlight what they hope to achieve on their return to school. This 'intelligence' will be used by form tutors and the school on a 'need to know basis' to inform curriculum delivery, pedagogical approach, and social, health and/or wellbeing targeted support and intervention. | 4 | 2 | 8 | Headteacher Designated Safeguarding Lead |

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| that they, and their parents, may have on returning to school. | | | | <ul style="list-style-type: none"> ➤ For Primary School pupils and their parents/carers, a 'Virtual Walk Video' will be produced. This will show the changes to the environment and explain our expectations regarding routines and behaviours. This will include arrival routes and routines, signage, sanitising stations, movement expectations, corridor and classroom adaptations, departure routes and routines. ➤ Trust approach embedded for the effective use of the COVID-19 Catch-Up Funding and subsidised National Tutoring Programme for schools to support mental health, social needs and bridge learning deficits acquired due to lockdown. <p>As a result: No pupil has physical, social, emotional or wellbeing barriers to accessing learning and a return to school.</p> | | | | |
| Disadvantaged pupils, and others who may have subsequently fallen into that category due to parents losing employment / being furloughed, have barriers to access, learning and/or a safe environment. | 3 | 3 | 9 | <ul style="list-style-type: none"> ➤ All pupils, particularly in key groups e.g. Care leavers, Pupils with a social worker and year 10 disadvantaged pupils, are given a laptop and fast internet access to access online learning resources. ➤ All families of Trust pupils have been subscribed to the National Free School Voucher Scheme or Local Authority equivalent. ➤ All pre-lockdown identified vulnerable pupils are regularly contacted, within a multi-agency approach, to support their safety and wellbeing. ➤ Financial support for families who need support with the purchase of new / additional uniform. ➤ Provision of food and resource packs to families who are struggling financially. ➤ Support for female pupils whose families may be struggling to purchase essential items such as sanitary products. ➤ Trust approach embedded for the effective use of the COVID-19 Catch-Up Funding and subsidised National Tutoring Programme for schools to support mental health, social needs and bridge learning deficits acquired due to lockdown. <p>As a result: No pupil has physical, social, emotional or wellbeing barriers to accessing learning and a return to school.</p> | 3 | 2 | 6 | Headteacher Designated Safeguarding Lead |
| The Parents and Pupils have not been adequately prepared to | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Risk assessment available on the Trust and Schools websites and parents actively encouraged to read it and have a forum to raise questions. ➤ The Trust develops a Parents FAQ for the Trust and Schools website which is routinely updated. ➤ Phased arrival to school and departure from school areas and routines, where appropriate and required, to reduce the risk of pupils and parents not adhering to social distancing recommendations. | 4 | 2 | 8 | Academies Director Operations Director Headteacher |

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| understand risk management, and adapted systems, structures, practices and expected behaviours for each phase of pupil admission leading to a full cohort return. | | | | <ul style="list-style-type: none"> ➤ Parents are asked to encourage their pupils to walk or cycle to school, observing social distancing. Where pupils must use public transport then parents are reminded that their child must wear PPE whilst on public transport. ➤ Parents, carers and pupils informed of the most current PPE guidance. Refer to pages 6 and 7 'School Sites' of this Risk Assessment. Inform parents, carers and pupils that it is their responsibility for each pupil to have a face covering, a sealable plastic bag to store their face covering when not in use, and understand how to safely put on and remove a face covering. Share the simple World Health Organisation video 'How to wear a fabric mask safely' with staff, parents, carers and pupils https://www.youtube.com/watch?time_continue=27&v=9Tv2BVN_WTk&feature=emb_log ➤ Queuing and movement routines e.g. floor tape indicating recommended social distancing (1m+ at the time of writing) including outside classrooms, toilets and for access to catering provision; one-way routes around the school; school entry and exit points; safe distancing recreational areas etc. ➤ Where possible remove furniture to make expected social distancing more obvious. ➤ Minimise the sharing of materials and resources and where this must occur then have regular cleaning routines to minimise the risk of virus transmission. Encourage or provide personal pupil stationery and work packs. ➤ Sanitising stations in each classroom and at each entry/exit point to the school. ➤ Reduced pupil movement by: maximising the number of lessons that fixed-groups will have in the same room; creating 'double lessons' for particular subjects; teachers moving classrooms where possible rather than pupils for different subjects. ➤ Reduced pupil movement by 'staggering' arrival, any lesson changeover, break time, lunchtime and departure. ➤ Encourage parents not to come into school but to limit communications with the school to telephone and electronic communications. ➤ Encourage, and where appropriate financially support, parents to purchase additional items of uniform so that pupils can change and wash their clothes regularly. ➤ Advise parents on the most up to date current recommendations on Personal Protective Equipment. ➤ Advise parents that: <ul style="list-style-type: none"> - Pupils strongly encouraged to attend unless shielding concerns. - Pupils who live with clinically vulnerable attend as normal. <p>As a result: All pupils and all staff working with pupils are adhering to current advice.</p> | | | | Site Manager |

| Risk Description | I | P | Risk Rating | Risk Control(s) | I | P | Risk Rating | Lead for Risk Control Activities |
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| Some parents/carers are refusing to send their children into school | 2 | 4 | 8 | <ul style="list-style-type: none"> ➤ Determine the reason for the parent/carers' decision. (A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus.) Where this is the case, Dean Trust schools will endeavour to provide these pupils with access to remote education. ➤ Share the most pertinent sections of this Trust Risk Assessment Plan and/or the local School Risk Assessment Plan to inform the parent(s)/carer(s) of the actions that have been taken to mitigate risk ➤ Share the most updated Trust position on the wearing of PPE as outlined on pages 6 and 7 'School Sites' of this Risk Assessment. ➤ Encourage a phased reintroduction where needed ➤ Sensitively explain that: the usual rules on school attendance will apply from September, including that it is the parents' duty to secure that their child attends regularly at school and it is the school's responsibility to record attendance and follow up absence (including the use of fixed penalty notices in line with local authorities' codes of conduct if needed). <p>As a result: Parents feel assured about sending their children into school.</p> | 2 | 3 | 6 | |
| Siblings at another school report unwell and family are confused as to the appropriate action they should take | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Schools have the most recent government guidance, and this is distributed throughout the school community ➤ Updated advice from Public Health England can be sought and the family informed immediately ➤ Communicate with families and reiterate the message of gaining advice from NHS 111 <p>As a result: families are clear and confident about what action to take.</p> | 4 | 2 | 8 | Exec Team Headteacher |
| The most vulnerable pupils e.g. with high learning and/or social needs do not | 3 | 3 | 9 | <ul style="list-style-type: none"> ➤ Key staff in school, under the direction and supervision of the Designated Safeguarding Lead and SENDCo, work with pupils, and remotely with the family, to listen to concerns, answer questions and alleviate fears. ➤ Risk assessments in place. Re-introduction learning and support plans produced in collaboration with the pupil and their parent/carer. ➤ DfE Guidance on working with children with SEND and guidance on risk assessment referenced. ➤ Promote internal and wider agencies/services to support parents and pupils. ➤ Trust approach embedded for the effective use of the COVID-19 Catch-Up Funding and subsidised National Tutoring Programme for schools to support mental health, social needs and bridge learning deficits acquired due to lockdown. | 3 | 2 | 6 | Designated Safeguarding Lead SENDCO |

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| want to return due to anxiety. | | | | As a result: Vulnerable pupils' anxiety reduced and reach a level of confidence that they can return to school. | | | | |
| Vulnerable pupils are exposed to illness. | 5 | 3 | 15 | <ul style="list-style-type: none"> ➤ School communicate appropriately with their most vulnerable pupils. ➤ Follow current guidance on PPE in education settings as outlined on pages 6 and 7 'School Sites' of this Risk Assessment. ➤ Education Health Care Plans are updated and instruction from GPs followed. ➤ Pastoral Team identify the most vulnerable pupils from current medical information. ➤ Risk Assessments for individual pupils identified as at greater risk, including users of wheelchairs and other physical aids. ➤ All staff understand the symptoms of COVID-19 and report to Headteacher or member of the leadership team should they suspect that a pupil has COVID-19 symptoms. ➤ Risk-assessments made for vulnerable pupils. ➤ Pupils strongly encouraged to attend unless shielding concerns. ➤ All pupils, even those living with clinically vulnerable or extremely clinically vulnerable people are expected to attend school. ➤ Protective measures put in place for pupils <p>As a result: The risk of contracting coronavirus is reduced.</p> | 5 | 2 | 10 | Headteacher Designated Safeguarding Lead SENDCO |
| Guidelines in place but are not being followed by pupils in school | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Responsibility of all staff, particularly the leadership team, to be 'Coronavirus Ambassadors' i.e. to actively encourage and 'reward' safe behaviours and practice and challenge and educate unsafe behaviours and practice. ➤ Posters and signage around the school as a constant conscious and unconscious reminder of expected behaviours and practice. ➤ Sanitising stations in each classroom, at each entry/exit point to the school and outside toilet areas as a minimum with safe waste disposal. ➤ Teachers reiterate expectations, e.g. 'Catch it, Bin it, Kill it' (for coughing and sneezing) and avoiding touching face with unwashed/un-sanitised hands, at the start of each learning session and directly before break and lunchtime. ➤ Coronavirus information is on the school website and updates sent to parents/carers via electronic school comms systems. ➤ Consult with pupil leadership groups to develop strategies that create greater consistency in safe behaviours and practice. ➤ Update behaviour expectations and policies and share with staff, pupils and parents/carers. ➤ Plan for year group withdrawal spaces / isolation. If not possible, aim for key stage withdrawal / isolation rooms. | 4 | 2 | 8 | Headteacher Site Manager |

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| | | | | <ul style="list-style-type: none"> ➤ Amend Behaviour policies to include a statement of the type “Due to the serious nature of COVID-19, any pupil whose behaviour places the health, safety and welfare of themselves, other pupils and/or staff at risk, will be excluded from school. The length of this exclusion will be dependent on the severity and impact of the behaviour, the remorse and assurances from the pupil that this behaviour will not be repeated and the impact that their return will have on themselves, other pupils and/or staff. During the pupil’s period of exclusion, curriculum work will be provided and assessed remotely.” <p>As a result: All pupils and all staff working with pupils are adhering to current advice.</p> | | | | |
| A pupil contracts and/or spreads coronavirus due to not washing hands or not washing them adequately | 5 | 3 | 15 | <ul style="list-style-type: none"> ➤ Provide water, soap and drying facilities at wash stations. Provide sanitiser and paper towels at sanitising stations. ➤ Provide information to pupils and parents on how to wash hands properly. ➤ Display posters at toilets and wash/sanitising stations showing and explaining how to wash / sanitise hands properly. ➤ Inform pupils prior to starting back in September as to when and where they need to wash their hands. Remind them regularly prior to entering the school building each morning and during the school day. ➤ Regular checks of washing and sanitising facilities so that there is an adequate supply of washing/sanitising products ➤ Bins that are for the disposal of paper towels and tissues are flip-top pedal bins. ➤ Encourage pupils to check their skin for dryness and cracking and tell them to report any problems to their tutor, Head of Year, member of the safeguarding team, First-Aider or the school nurse (where the school has one). <p>As a result: The risk of a pupil contracting and/or spreading coronavirus (COVID-19) is significantly reduced.</p> | 5 | 2 | 10 | Headteacher Site Manager |
| A pupil develops Coronavirus symptoms whilst on site. A pupil has an accident on site. | 3 | 3 | 9 | <ul style="list-style-type: none"> ➤ All staff understand the symptoms of COVID-19 and report to Headteacher or member of the leadership team ➤ All pupils understand most current PPE guidance for schools as outlined on pages 6 and 7 ‘School Sites’ of this Risk Assessment. ➤ 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 ➤ clean hands thoroughly more often than usual ➤ Encourage good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. ➤ Pupils regularly reminded to catch their coughs and sneezes with a tissue or elbow. | 3 | 3 | 9 | Headteacher Site Manager |

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| | | | | <ul style="list-style-type: none"> ➤ introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach ➤ minimise contact between individuals and maintain social distancing wherever possible ➤ all rooms in use will be kept well ventilated by having windows open. Where windows cannot be opened, air-conditioning units will be set to 'full fresh air'. ➤ where necessary, wear appropriate personal protective equipment (PPE) ➤ First-Aider called and all First- Aiders trained to be able to support this pupil in the first instance. ➤ The Head of Year, Pupil Support Manager or nominated adult will contact the pupil's parent/carer to inform them of their child's condition and ask them to come to collect them. <p>Whilst a pupil has only symptoms, no further action will be taken or information shared with any other parents, pupils or siblings in the school at that point.</p> <p>When the school contacts the parent/carer to inform them that one of their children has symptoms and that they need to collect them from school, the parent/carer will also be informed that they should take their child to be tested for COVID-19. It should be explained to the parent/carer that should their child be tested positive for COVID-19, then it is the parent's/carer's responsibility to:</p> <ol style="list-style-type: none"> a) Inform the school b) Self-isolate the child and that they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance and must continue to self-isolate the child for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. (This is because a cough or anosmia can last for several weeks once the infection has gone.) The 10-day period starts from the day when the child first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. c) Self-isolate any other siblings, who attend the same school or otherwise, and other family members who live in the same household for 14 days. <ul style="list-style-type: none"> ➤ The school will then inform the teacher of the 'bubble' teaching group, any other staff working directly with that group, and the parents of the other children within that 'bubble' teaching group that they should all self-isolate for 14 days. ➤ Where there is a positive coronavirus (COVID-19) confirmed case, the Headteacher, or SLT with delegated responsibility in the Headteacher's absence, will inform the local | | | | |

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| | | | | <p>health protection team https://www.gov.uk/health-protection-team and also their Executive Team link.</p> <ul style="list-style-type: none"> ➤ The Headteacher will inform staff whenever a pupil or staff member goes home with COVID-19 symptoms and whenever a pupil or staff member has tested positive for COVID-19. ➤ Until the parent/carer of the pupil with coronavirus symptoms arrives, the pupil will be moved to a nominated clean and ventilated safety room (First-Aid room or similar) and a 1 metre+ distance will be maintained from all other staff and pupils. ➤ Social distancing may need to be breached in the case of an emergency which requires close proximity assistance or contact. First-aider trained and supplied with PPE (minimum 3-ply mask, apron and gloves) in this circumstance. ➤ Deep clean of safety room once evacuated. ➤ Site Manager: Advice on rubbish which may have been contaminated and all waste that has been in contact with the pupil – including tissues placed in a plastic bag and tied, then placed in another plastic bag and tied. The bag is marked and stored in a safe place until results are available. If the test results are negative – to be put with normal waste. If positive, follow Public Health England advice. <p>As a result: The risk of transmitting virus is reduced.</p> | | | | |
| There has been no appropriate consideration and provision to support pupils to return to formal structures and behaviours following an extended period out of school. This is particularly | 3 | 3 | 9 | <ul style="list-style-type: none"> ➤ Pastoral teams, including tutors, to conduct pre-return direct contact with parents/carers to ascertain pupils' health, wellbeing, anxieties, family developments (including possible loss of family members), other challenges and/or positive developments (e.g. social or academic progress) since lockdown. Information will be shared on a 'need to know basis' within strict safeguarding guidelines. ➤ Create a pre-return opportunity for pupils (e.g. letter, essay or PowerPoint Presentation) to share their lockdown experience with their tutors. Pupils will be encouraged to share their achievements e.g. related school work, developing a new skill, researching an area of interest, helping around the house or with a sibling etc. They will also be encouraged to ask questions, share any anxieties and highlight what they hope to achieve on their return to school. This 'intelligence' will be used by form tutors and the school on a 'need to know basis' to inform curriculum delivery, pedagogical approach, and social, health and/or wellbeing targeted support and intervention. <p>As a result: Pupils are cooperative, understand and practice safe behaviours. Pupils know that they are valued and that their achievements and anxieties have been listened to.</p> | 3 | 2 | 6 | Headteacher Designated Safeguarding Lead SENDCO |

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| pertinent to the most vulnerable pupils. | | | | | | | | |
| Continuity in on-site education for pupils is adversely impacted by year groups having to self-isolate. | 4 | 4 | 16 | <ul style="list-style-type: none"> School 'Track and Trace' which incorporates consideration of seating plans, break and lunchtime friendship bubbles and an understanding of proximity and duration contact (1 metre for 1 minute and between 1metre and 2 metres for 15 minutes) is embedded. This will allow for a more forensic approach to identifying those at risk from an individual who has tested positively for COVID-19. This is in line with the advice being received from Public Health England. <p><i>For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. From...https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/contact-tracing.html</i></p> <ul style="list-style-type: none"> High quality remote education including a blend of posted activities, pre-recorded lessons and live teaching, is available for all pupils needing to self-isolate. Participation is closely monitored and robust systems are embedded to contact and support pupils not engaging daily. <p>As a result: disruption to pupils' school attendance and learning will be minimised as whole year groups will not be required to miss school to self-isolate.</p> | 4 | 3 | 12 | Headteacher |
| Curriculum / Teaching & Learning | | | | | | | | |
| The school cannot facilitate the delivery of the full curriculum due to site, staffing and/or | 3 | 4 | 12 | <ul style="list-style-type: none"> Aspiration for all Trust Schools to deliver the full curriculum where possible. All Dean Trust schools have been asked to "where possible" ... Create 'year group zones' within the site to accommodate Year Group Pupil Learning Bubbles. If not possible, aim for key stage zones. Consider, where possible, to zone Key Stage 4 pupils in specialist area classrooms as they will be the key stage that will be accessing these rooms more than at key stage 3. If they are already based in these areas then it will reduce movement time. For Primary schools, create Class Group Learning Bubbles. Where possible, each Year Group Learning Bubble and Class Group Learning Bubble will be zoned with own breaktime recreational area, lunchtime area, toilets and suite of | 3 | 4 | 12 | Operations Director Academies Director Headteacher |

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| government guidance challenges. | | | | <p>classrooms. As with Primary schools, KS3 pupils, where possible, will remain in the same classroom for all / significant majority of their lessons. At KS4, where pupils are following examination programmes, more movement is needed so that they can access specialist rooms and resources.</p> <ul style="list-style-type: none"> ➤ Where possible, minimise the number of learning bubbles that teachers and support staff need to work across. ➤ The sharing of resources within year groups is permitted although cleaning / sanitising routines should be embedded after use. ➤ Pupils should remove any non-uniform clothing and PPE before entering the school site. ➤ Create different year group entry and exit points to the school site and building (preferably the closest point to the year group's specific zone). If not possible, aim for key stage entry points. ➤ Whilst we cannot extend the total time that pupils are in school, consider whether creating a staggered start and end to the day will support your planning. ➤ There should be no 'physical, large-group gathering' assemblies. Assemblies can be 'live beamed' or 'pre-recorded' to the year groups suite of classrooms. Support should be sought from IT teams to facilitate this if needed. ➤ Create different year group break and lunchtime recreational and eating areas. Schools may only provide cold, packed lunches during this period. ➤ Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. No PE/sporting fixtures or off-site activities should be arranged for at least the first half-term. ➤ For at least the first half-term, there will be no resumption of any trips or visits, domestic or otherwise. ➤ Check, updating where necessary, signage, one-way systems and cleaning/sanitising stations. ➤ Stagger arrival, break, lunch and departure times to allow you to meet the expectations and aspirations, where possible, of this guidance. ➤ Teachers, initially for the month of September, will set homework in-line with the school's expectations for that subject, although they will not be expected to collect and mark books. Consider the setting of homework that can be completed and assessed remotely to reduce the risk of virus transmission. ➤ As the risk of the virus being spread is higher amongst adults, inform staff that they should maintain social distancing with other adults in school. | | | | |

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| | | | | <ul style="list-style-type: none"> ➤ Consider whether your Safeguarding teams require additional time and capacity to identify and support an increasing number of pupils who may now be vulnerable. ➤ Staff are encouraged and provided with ongoing professional development so that the best-practice developed around remote learning is not lost: pupils who are shielding, isolating or have other barriers to access are given remote learning activities that replicate (as far as is possible) what is being delivered in class. You may consider using staff to deliver 'live' or 'recorded' lessons to these pupils. <p>As a result: All schools will be able to deliver the full curriculum from September 2020.</p> | | | | |
| There has been no appropriate consideration and planned provision to support pupils with acquired knowledge deficits through loss of learning, in addition to the consideration of those pupils who may have advanced in their learning in particular subject areas, whilst working at home. | 3 | 3 | 9 | <ul style="list-style-type: none"> ➤ Pastoral teams, including tutors, to conduct pre-return direct contact with parents/carers to ascertain pupils' health, wellbeing, anxieties, family developments (including possible loss of family members), other challenges and/or positive developments (e.g. social or academic progress) since lockdown. Information will be shared on a 'need to know basis' within strict safeguarding guidelines. ➤ Once initial induction to the school has taken place, to re-baseline pupils in terms of knowledge and skill retention in each subject in order to inform teaching and learning provision and intervention. This is particularly pertinent to disadvantaged pupils and vulnerable pupils who were already progressing at a slower pace than their peers prior to lockdown. ➤ One-to-one/small group withdrawal academic 'catch-up' sessions for pupils on site. ➤ Targeted online support for pupils identified at risk of engagement with online resources. ➤ Increased use of secure remote access to 'live' and/or 'pre-recorded' teaching. ➤ Support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. ➤ Trust approach embedded for the effective use of the COVID-19 Catch-Up Funding and subsidised National Tutoring Programme for schools to support mental health, social needs and bridge learning deficits acquired due to lockdown. <p>As a result: Teachers are able to deliver a recovery curriculum to bridge acquired learning deficits whilst being mindful and planning for pupils who have made significant progress in their remote learning and require further challenge.</p> | 3 | 2 | 6 | Headteacher |

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| Pupils knowledge and skills gaps, acquired during lockdown, have not been accurately identified and appropriate intervention embedded. | 4 | 3 | 12 | <ul style="list-style-type: none"> ➤ Evaluation of progress made during lockdown via remote learning. ➤ Baseline assessments during half-term 1 by all subjects identify knowledge and skills gaps. ➤ Mock examinations for year 11s during half-term 2 to assess pupil progress, evaluate impact of intervention and inform planning so that pupils are appropriately prepared for summer 2021 examinations or any alternative arrangement. <p>Mock examination arrangements to mitigate risk of virus transmission:</p> <ul style="list-style-type: none"> - No mock session to be longer than two periods. This replicates the duration of the longest timetabled sessions experienced by staff and pupils during a normal school day. - Only pupils from the same year group learning bubble to be present in the examination space. - Where possible, each pupil is assigned the same seating allocation for all mock examinations i.e. a consistent seating plan which will support the school's 'Track and Trace'. Where this is not possible, an accessible seating plan will be created for each mock examination. - Invigilators wear masks/visors and maintain social distancing. - Invigilators distributing and collecting papers wear disposable gloves. - Desks and chairs are sanitised after each examination. - Pupils encouraged to bring all their own stationery. Any equipment that is borrowed by pupils is sanitised before distribution and after collection. - The examination hall is kept ventilated areas i.e. fresh air from open windows and/or open doors. - Papers stored for 72 hours prior to marking. Papers stored for a further 72 hours before returning to pupils. <ul style="list-style-type: none"> ➤ COVID-19 Catch-up funding utilised to bridge knowledge and skills gaps for pupils in all year groups. <p>As a result: As a result, the Trust will have taken reasonable steps to replicate typical exam preparation and conditions through the mock series with the aim of mitigating gaps in pupils knowledge and skills"</p> | 4 | 2 | 8 | Headteacher |
| Pupils, whose behaviour is contravening the school's behaviour | | | | <ul style="list-style-type: none"> ➤ Update behaviour expectations and policies and share with staff, pupils and parents/carers. ➤ Plan for year group withdrawal spaces / isolation. If not possible, aim for key stage withdrawal / isolation rooms. ➤ Amend Behaviour policies to include a statement of the type "Due to the serious nature of COVID-19, any pupil whose behaviour places the health, safety and welfare of themselves, other pupils and/or staff at risk, will be excluded from school. The length of | | | | |

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| policy, cannot be accommodated elsewhere due to social distancing and the fear of 'bursting' Year Group Learning Bubbles. | | | | <p>this exclusion will be dependent on the severity and impact of the behaviour, the remorse and assurances from the pupil that this behaviour will not be repeated and the impact that their return will have on themselves, other pupils and/or staff. During the pupil's period of exclusion, curriculum work will be provided and assessed remotely."</p> <p>As a result: pupils who are misbehaving can be withdrawn from their normal classes and can be accommodated elsewhere without increasing the risk of contamination and/or virus transmission.</p> | | | | |
| <p>Useful DfE website links:</p> <p>Coronavirus (COVID-19): guidance for schools and other educational settings https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>Coronavirus (COVID-19): implementing protective measures in education and childcare settings https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Actions for education and childcare settings to prepare for wider opening from 1 June 2020 https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>COVID-19: cleaning in non-healthcare settings https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Coronavirus (COVID-19): attendance recording for educational settings https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings</p> <p>Coronavirus (COVID-19): financial support for schools https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools</p> <p>Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june</p> <p>Supporting vulnerable children and young people During the coronavirus (COVID-19) outbreak - action for educational providers and other partners https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</p> <p>Actions for schools during the coronavirus outbreak https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing</p> | | | | | | | | |

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| <p>Reporting positive coronavirus (COVID-19) to your local health protection team https://www.gov.uk/health-protection-team</p> <p>Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (various languages) https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p> <p>World Health Organisation video 'How to wear a fabric mask safely' with staff, parents, carers and pupils https://www.youtube.com/watch?time_continue=27&v=9Tv2BVN_WTk&feature=emb_logo</p> | | | | | | | | |