Educational Setting	Chantry Academy
Activity / Task	Coronavirus (COVID-19) Risk Management Assessment – School Full Re-Opening September 2020
Completed by & Date	C D'Cunha 1/9/21
Review Date	**1/9/21**

COVID-19 is a new respiratory illness. It belongs to a large family of viruses that cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV).

In accordance with Governmetn Policy and DfE guidance, all year groups, have returned to school full-time from the beginning of the autumn term. Control measures have be put in place, which are outlined in this document. It is vitally important that social distancing guidance must be adhered to, which will be an enormous challenge for all age groups, but particularly younger ones.

This risk assessment template has been produced to assist ALT's schools in making preparations for returning all students back to teaching and learning on the school site. It includes many points to consider but you will need to adapt this to your own context and school including adding further prevention measures and mitigations.

The completed risk assessment has been completed and returned to **caroline.driver@activelearningtrust.org** at ALT and they have given authorisation for the school to open. The risk assessment will be kept 'live' and this document has been reviewed during the first few days of opening.

	CURRENT PREVENTION MEASURES	ISSUES UNDER REVIEW Please enter new or amended prevention measures	Action by Whom/ When/ Done

CURRENT DfE, PHE, HSE and ACAS GUIDANCE – PLEASE ADD AS NEW GUIDANCE IS ISSUED

General Advice
List of all general Coronavirus guidance:Link
General .GOV.UK Coronavirus guidance: Link

DfE Advice
DfE guidance to schools Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)

HSE Advice
List of all HSE Coronavirus guidance: Link

ACAS Advice
ACAS Mental Health at Work During Coronavirus guidance: Link

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<table>
<tr><td colspan="4" align="center">## SCHOOL OPERATIONS</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4" align="center">### SOCIAL DISTANCING</td></tr>
<tr>
<td>Access/Egress of school building</td>
<td>Each year group line up separately before entering school.

One way traffic through external doors to avoid face to face passing is clearly marked. Direction signs have been installed.

Relevant guidance provided to parents on drop off and pick up arrangements.

Children are encouraged to keep their distance from each other and staff where possible.

Stairwell doors are propped open to reduce the need for touch using Door Guard devices that close when the fire alarm sounds. These are regularly tested

The school has a process for ensuring face coverings are worn when students arrive at school and communicate it clearly to them.

Pupils are instructed not to touch the front of their face covering during use or when removing them.

Additional supply of facemasks have been supplied to ensure all students have one.

Exempt students have identifying lanyards to ensure they are recognised and not challenged.</td>
<td>**Student face coverings**

Face coverings are required in communal areas but not in the classroom.

Staff face coverings

Face coverings are required in communal areas but not in the classroom.</td>
<td>**SLT**</td>
</tr>
<tr>
<td>Ventilation</td>
<td>All rooms are required to be ventilated when in use if possible. Air conditioning has been adjusted to ensure</td>
<td></td>
<td>**KNU**</td>
</tr>
</table>

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	maximum air circulation. Students are asked to wear warm clothes in class to allow effective ventilation.		
Classrooms	Total space available for teaching activities beyond classrooms reviewed. Classrooms should accommodate 10 pupils and 1 teacher, allowing 4m^2 per person this would equate to a room size of 64m^2. Classes can cope with 12:1 our ratio is 10:1. Children assigned to specific classroom and seat where possible with seating plans kept for each lesson or activity. Class furniture moved or placed in a position to reduce pinch points, ensuring that free movement is possible. Exclusion zones are in palace in each room where possible to enable teachers to maintain distance if they wish. Separate risk assessment undertaken for situation where classes leave a door open for ventilation which will expose children to additional risks (e.g. runners).		**RHA**
Specialist teaching rooms	Screens installed in: - food tech - engineering tech - and science rooms room to enable practicals to take place.	Screens will remain in place for the foreseeable future.	
Intervention rooms	Staff using the room need to book the space and follow hygiene procedures: sanitise hands, wear face covering or use available screen and wipe down surfaces with disinfectant. Before and after use.		

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	Tables to be rearranged to ensure no more than 1 staff member and three students can work in the room. Interventions only take place in rooms with window ventilation or air conditioning.		
Corridors	Reduced movement around school by introduction of one-way system. Staggered break times ensure that only 2/5 of school are on break at any time. Teachers ensure corridors are supervised and the one way system is enforced. Students will be met at the door and asked to sanitise hands and on leaving asked to wear mask over nose and mouth and sanitise hands again.		
School Reception	Plastic shield in place for receptionist. Hand cleaner available. All visitors leave a phone number for track and trace purposes. Clear statement of covid procedures shown to all visitors, and required to agree to abide by procedures. InVentry system requires visitor agreement to follow coronavirus secure practice.		
Unused rooms	Social distancing arrangements have put "office" accommodation under pressure. There are no unused rooms.		
Pupils requiring assistance with personal tasks	Staff assisting pupils wear face masks and gowns while assisting students.	SENCO planning procedures for assisting students who need help with weekly lateral flow tests. Parents will be asked to give or refuse consent to testing with assistance.	ER

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Stairs	Stairs restricted to one direction up or down to prevent passing. Signs in place and rules enforced.		
Lift	Reduced occupancy in lift. Lifts on regular cleaning rota.		
Staff room	Furnture removed to allow social distancing. Phone installed to allow calls to parents to avoid heavy use of pastoral team office. Ventilation protocols in place and cleaning protocols by staff. Lunch times for staff staggered.		
Playground areas	Staggered lunch times for students enable social distancing during movement too and from lessions and in the playground. Marquee hired to provide social space for Year 10 and year 11 stundents.		
Off Site visits	**Educational day visits** were able to resume from 12th April. Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations and a full risk assessment in relation to all educational visits must be undertaken to ensure they can be undertaken safely. As part of this risk assessment, you will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. You should consult the health and safety guidance on educational visits when considering visits.	**Domestic residential educational visits** can be undertaken from 17th May. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations and risk assessments should be undertaken. Annex C sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3. There is also a section on making new bookings (page 48) and advice on speaking to insurance providers.	CDC

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	Lateral flow tests are required when mixing with students from other schools. For other trips students are encouraged to take lateral flow tests in advance. .	**International visits:** The government has now published <u>red, amber and green list</u> rules for entering England. Given the complexities attached to international travel at this stage of the pandemic, the Government recommends schools do not go on any international visits this academic year up to and including 5th September 2021. The position beyond 5th September will be reviewed again in advance of Step 4. There is a special note on credit notes - any school or trust holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visit.	
Assemblies	Year group assemblies in sports hall with the following mitigations • sanitised pre and post event • forward facing and 1m+ apart • face masks to be worn • limited time to 15min • ventilated room	Face masks no longer required	
Break and lunch times	Staggered breaks/lunchtimes. Minimal break provided, each class will be restricted to specific areas of the astro turf and field. Staff may eat outside, in own classroom, refectory, or in staff room if following social distance measures. Rolling breaks and lunches with designated areas for each year group. Regular cleaning of refectory.		

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Toilets	Ground floor student toilets cleaned after each break. PE toilets cleaned every hour. Staff/disabled toilets cleaned and restocked by housekeeper during the day.		
Fire Exits	No additional fire exits required, the flow of students around the building is not significantly altered by social distancing measures from autumn 2020.		
People in Shielded group	Any student facing staff will have personalised risk assessments conducted by line manager Risk assessments have also been done for individual rooms where vulnerable staff work.		
Isolation room	A suitable room has been identified as an isolation room for any possible cases of coronavirus. This room is as far as possible kept free and when used is cleaned thoroughly afterwards.		

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ATTENDANCE			
Usual rules	Usual rules on school attendance apply, including: • parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct	Virtaul attendance is monitored by teacher. System in place to check non-attenders and follow up with pastoral managers Key Worker / Vulnerable attendance monitored in the usual way.	**KGR**
Communication	We have communicated clear and consistent expectations around school attendance to families Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them.		**KGR**
Staff Annual Leave	Normal arrangements resumed.		**CDC**
Safeguarding Policy	Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils Safeguarding amendments are reviewed on a monthly basis and ratified through LGB safeguarding lead and counter signed by Chair of LGB		**KGR**
DSLs		Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and	**KGR/CDC**

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		children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies. Additional staff have been appointed for DSL and Mental health. Strengthen the pastoral structure with additional Pastoral manager and mental health support worker	

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CATERING			
New working procedures	Kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. FSM allowances can now be used throughtout staggered break times. School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). Onsite food available through catering service		**KNU**
Cupboards	Food Storage cupboards are checked to ensure that all stored items are sanitary and edible.		
Safe preparation and serving of meals	Catering staff are wearing masks and have vinyl screen in serving hatch. Fingerprint reading macihines are included in the regular cleaning round.		
Breakfast Club	Operating with limited numbers.		KNU

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CLEANING			
Deep Clean	Additional housekeeping and cleaning takes place during the school day. 0.5 FTE extra cleaning staff employed. School has two fogging devices for speedy cleaning of rooms and equipment.	Student/ staff level protocols for intermediate transitions within the school day	**RCX**
Cleaners	Cleaners are assigned to the same areas /bubbles to avoid cross contamination.		

Frequent cleaning	More frequent cleaning procedures put in place across the site, particularly in communal areas and at touch points including:
	
	    o Taps and washing facilities,
	    o Toilet flush and seats,
	    o Door handles and push plates especially entrance doors,
	    o Handrails on staircases and corridors,
	    o Lift and hoist controls,
	    o Machinery and equipment controls,
	    o All areas used for eating must be thoroughly cleaned at the end of each break, including chairs, door handles, vending machines and payment devices,
	    o Telephone equipment
	    o Keyboards, photocopiers and other office equipment, classroom desks and chairs.
			RCX

Kitchen	Elior maintaining normal kitchen and servery hygiene standards.		**KNU**
Outdoor play equipment	Outdoor play a equipment is not used.		

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Emptying Bins	Staff to ensure they wear protective gloves and masks and wash hands immediately after emptying bins.		
COVID 19 reported.	If the school has been informed that someone has tested positive with covid-19 then the work surfaces they have used are cleaned thoroughly.		
COSHH	COSHH risk assessment for cleaning/caretaker activities has identified the correct process and PPE to be worn if someone is tested positive and room(s) required to be cleaned.		
Resources	Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.		
Uniforms	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Students can wear PE kit on days when they have PE/drama/dance to avoid the used of changing rooms.		
Lettings	Sports and outside facilities will be open or closed to the public in line with national guidance.	Indoor lettings can begin for up to 30 individuals. RA in place for each activity	

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CONTRACTORS AND PROPERTY MAINTENANCE

Property Concerns	All serious property concerns have been raised with the schools Property Management Adviser and appropriate steps are in place to ensure the safety of all building occupants.		
Regular Compliance Checks	Relevant property statutory compliance checks are completed and records updated. Daily and weekly checks have been reinstated. Water checks have been undertaken.		
Risk Assessment	All contractors must provide a suitable and sufficient risk assessment for the activities they carry out which must include covid-19.	Back up plans are identified in case a key supplier/contractor fails to deliver at short notice as it cannot be predicted when COVID-19 might strike their workplace.	**KNU**
Maintenance	Planned/reactive maintenance carried out as normal.	To be reviewed depending on local circumstances.	
Track and Trace	All contractor staff asked to leave a phone number for track and trace purposes using InVentry system.		

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FIRE SAFETY			
PEEPS	Personal Emergency Evacuation Plans (PEEPs) continue to be in place for those staff that continue to work in the school and any pupils that access the school site, which should include lifts.		**KNU**
Emergency Escapes	Emergency escape routes / doors are fully operational and kept clear. No additional fire exits required, flow of students around the building is not significantly altered by social distancing measures from autumn 2020.		**KNU**
Fire Alarm	Reminders issued to staff and pupils that if the fire alarm is activated that they must still keep 2m distancing when at the evacuation point.		**KNU**
Fire Drill	Undertaken in September.		**KNU**
Guidance	Evacuation procedure updated with revised Fire Emergency Plan. Procedure explained to staff. Fire marshall arrangements regularly reviewed.		**KNU**

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FIRST AID			
First Aid Cover	Requirement to provide suitable first aid cover to all staff and students has been assessed with suitable first aid or paediatric first aid provided.		**KNU**
First Aid Facilities	Access to first aid facilities is maintained and the school suitably stocked with first aid sundries.		**CBO**
Medical needs	Staff or pupils with medical needs have been assessed and relevant consents are in place.		**CBO**
Use of medications	Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE if required.		**KNU**
Policy	First Aid Policy reviewed to include consideration of the risk of infection of covid-19. Additional PPE avaialble when giving first aid treatment to pupils.		**KNU**

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HYGIENE			
Access/Egress of school building	Wipes and sanitiser available at both sides of doors. Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus		**SLT**
Soap/Warm Water	The school has a suitable supply of soap and access to warm water for washing hands. The school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly Soap dispensers are in all toilets and paper towels supplied. Separate bins in toilets for disposal These routines will be built into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them		**RCX**
Sanitisation	Appropriate controls are in place to ensure the suitable sanitisation of pupil's hands following breaks, before meals and following the use of toilets. School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.		**RCX**
Bins	Waste bins located at key strategic positions both in school buildings and in external areas that are in use in		**RCX**

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	order that waste materials can be managed safely. Bins emptied daily. The school will ensure that there are enough tissues and bins available in the school to support pupils and staff.		
Catch it bin it kill it	We will promote respiratory hygine by promoting a catch it, bin it kill it approach. Tissues are provided around the school as are disposl bins.		

PPE			
PPE Need	Face coverings should be worn whilst moving around the school and when social distancing is not possible. Screens are in place between desks. Face coverings are provided to staff who don't have their own.	Technical subjects are washing aprons after use in lessons.	**RCX**
Cleaning	Re-usable PPE should be thoroughly cleaned after use and not shared between staff.		**RCX**
Supplies	Any PPE required for maintenance works and cleaning duties is stocked and replenished as required.		**RCX**

SCHOOL TRANSPORT			
School mini bus/dedicated		Where students and staff use the minibus they where masks.	**KNU**

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school transport - buses			
Public transport	Very few students travel by public transport.		

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CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT

BEHAVIOUR AND WELLBEING

Curriculum	Ambitious and broad curriculum in all subjects, make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading Teaching time should be prioritised to address significant gaps in pupils' knowledge	All students follow normal timetable delivered in school.	**CDC**
Pupils Starting Points	Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.	Year 7 – benchmarking tests conducted for new students to enable progress to be monitored.	**TST**

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Key Stage 3	The curriculum will remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.		
Year 10	The school will review any plans for early entry among year 10 pupils in summer 2021. It may be in the best interests of the pupil to take their exams and assessments the following year when they are in year 11, if the curriculum can be adjusted to provide further teaching and study time in the summer term and academic year 2021 to 2022.		
Catch Up Funding	The school will use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and the school's pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance. This funding has been used to develop online learning capacity at the school and to fund take up of the National Tutor Programme.		

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Primary and Year 11 transition	CIAG for all year 11 students in place and communicated within Teams. Close working with post-16 providers to ensure transition.	Open evenings planned following risk assessment.	
Practical lessons	Screens remain in place in all practical rooms.	Practical PE available for KW/Vul students whilst on site	**CDC**
Music Lessons	Taking place as normal.		**ASW**
PE Lessons	Takign place as normal.		**KBA**
Remote Education	Romote education approach explained on website according to national requirements.	ALL year 8 to 11 students have device which can access live learning.	**RHA**
Suspension of subjects	Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term.	All students access full curriculum	**SLT**
Sports	Delivery as normal.		**KBA**

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School Fixtures	Taking place as normal.	Keep this under review.	**KBA**
Behaviour	Inductions carried out to inform staff and pupils of the changes.	Update policy on expectations and to include Coronavirus related behaviour incidents.	**KGR**
Pastoral Care	The school will consider the provision of pastoral and extra-curricular activities to all pupils		**KGR**
Mental Health Issues	Ensure the school has trained staff in place or access to support quickly from other sources. Consider the impact of the wide nature of the lockdown period and COVID-19 crisis in general on students – for example isolation, being gung ho at being 'let out', emotional or sexual abuse which may have occurred. All staff have access to EAP which provides 6 sessions of free counselling Adjustments have been made following assessments of pupils' learning needs to enable support for learning Consider the provision of pastoral and extra-curricular activities to all pupils designed to support the rebuilding of friendships and social engagement, address and equip pupils to respond to issues linked to coronavirus (COVID-19) and support pupils with approaches to improving their physical and mental wellbeing.	Appointment of MH worker and re-organisation of job roles so that safe guarding and MH are directly connected.	**KRI**

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Safeguarding Policy	The school will consider revising its child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils Monthly update and ratified by Safeguarding Governor and CoG.		**KGR**
DSLs		Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies.	**KGR**
Concerns when children not at school	The DSL to follow up any issues that might emerge from safeguarding concerns that may have arisen for individual children whilst they have not been attending school and are not known to the school. The DSL to also follow up non-attendance of vulnerable children, including those defined as 'vulnerable' by the school.		**KGR**
Refresher training	Staff may need additional or refresher training to enable them to be alert for any changes in presentation or behaviours of children since they were last in school and seen by staff that might indicate a safeguarding concern.		**KRI**

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ASSESSMENT AND ACCOUNTABILITY – PLANS FOR INSPECTION			
Ofsted Inspection	Ofsted Inspections.		**CDC**
Exams - GCSE	Exam series will take place in autumn 2021. Expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams.	TAG policy and QA in place	TST
Governance	Governors meetings held online and updated when necessary. Communications with parents shared with Governors.		**CDC**

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CONTINGENCY PLANNING – SELF ISOLATION OF MULTIPLE PUPILS /STAFF OR LOCAL OUTBREAKS

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Guidance – Suspected Covid	If A child/ staff member has suspected COVID symptoms students will be sent home and advised to guidance for households with possible coronavirus.		**EFO**
Contact Tracing	The Schools will use the NHS Test and Trace process if there is an identified case of COVID linked to the school. Contact will be made in accordance with DfE protocols. Staff members and parents/carers understand that they will need to be ready and willing to: Book a test if they are displaying symptoms or asked to do so by Test and Trace, or Public Health. Staff and pupils know that they must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit.		**EFO**
System in place for isolating children who develop symptoms during the day, while they wait to be picked up	Pupils with susptected symptoms will remain supervised from a distance and parents will be asked to collect. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained.		**CBO**

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	Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.		
Stay away	Pupils, staff and other adults MUST not come into the school if they have coronavirus (COVID-19) symptoms, and should follow the latest isolation guidance.		**CDC**
Remote Education	For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support. • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.	•	**RHA**

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	• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers		
Local Outbreak	In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the		**CDC**

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	children of critical workers, and providing remote education for all other pupils.		
Multiple Staff Ill	To what degree can you safely staff the school? Does it leave you overstretched? How does annual leave come into the mix? Do you need to make an interim policy on leave? Plan how you might operate the school in the event of key staff absences, both teaching and support staff. Review arrangements for covering teaching and non-teaching duties, notably first aid, medical and safeguarding cover. Consider the allocation of responsibilities, duties and cover arrangements during a pandemic, including who would take key decisions in the event of leadership team absence. Consider drawing up a list of parent/volunteers (DBS checked) who could be used to supervise children in times of significant absence.	Plan in place to continue with remote education if school is not safe to open due to large number of staff absence. Multiple options: • remote learning for a year group • remote learning for a key stage • reduced timetable or half days	**CDC**
Awareness		Ensure all parents/carers and staff are aware of reporting requirements etc	**CDC**
EHC Plans		Consider how EHC plans can be delivered and how you can provide back up if a particular member of staff becomes unavailable for any reason at short notice.	**ERU**

LATERAL FLOW TESTING			
Testing arrangements	**In school** Students and staff in school will be tested in accordance with the Government requirements and		**KNU**

	CURRENT PREVENTION MEASURES	ISSUES UNDER REVIEW **Please enter new or amended prevention measures**	Action by Whom/ When/ Done
	Public Health recommendations in place at any point in time. The test details are uploaded to the test and trace system according to Government requirements. **At home** Staff and students are encouraged to continue lateral flow testing at home and kits are distributed to individual year groups.		
Training of testing team	All members of the testing team have taken part in the required training.		**KNU**
PPE	All testing team members are trained in PPE protocols and have access to appropriate PPE		**KNU**
Cleaning testing rooms	Testing and waiting room are deep cleaned at the end of each day's testing. Staff and students are required to clean their testing booth after their test.		**KNU**
Clinical waste	Clinical waste is handled and disposed of according to the school's normal systems.		**KNU**
Symptoms of covid	Staff are reminded to remain observant to symptoms of covid. A procedure is in place to manage students and staff with symptoms isolating staff and students, calling parents / carers and ensuring the students leave school as quickly as possible. Staff supervising these students have access to appropriate PPE. The isolation location is cleaned after use.		

	CURRENT PREVENTION MEASURES	ISSUES UNDER REVIEW **Please enter new or amended prevention measures**	Action by Whom/ When/ Done
Positive test results	A procedure is in place to manage positive test results, isolating staff and students, calling parents / carers and ensuring the students leave school as quickly as possible. Staff supervising these students have access to appropriate PPE. The isolation room is cleaned after use.		**KNU**