



**Manchester  
Communication  
Academy**

# MCA

**September 2021**

## Modifications

**Manchester Communication Academy**

Assessment conducted by:	[REDACTED]	Job Title	[REDACTED]	Covered by this assessment:	As specified
Date of assessment:	07/06/21	Review Interval:	[REDACTED]	Date of next review:	[REDACTED]



Related documents	
<b>Trust documents:</b>	<p><b>Government guidance:</b></p> <p><a href="#">Guidance for full opening of schools</a></p> <p><a href="#">Guidance for full opening of special schools and other specialist institutions</a></p> <p><a href="#">Guidance for further education and skills providers</a></p> <p><a href="#">Guidance for early years and childcare providers</a></p>

### Rationale

All pupils are to return to school full-time from the start of the autumn term.

Our academies must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Consequently, Academy leaders should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the past 18 months albeit in a different format.

### Control measures include

- Ensuring good hygiene for everyone
- Maintaining appropriate cleaning regimes
- Keeping occupied spaces well ventilated
- Following Public Health advice on testing, self-isolation and managing confirmed cases of Covid-19

It is no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used in schools from the autumn term. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and schools no longer need to make alternative arrangements to avoid mixing at lunch.

MCA will be in a state of readiness should it may become necessary to reintroduce ‘bubbles’ for a temporary period, to reduce mixing between groups. Any decision to recommend the reintroduction of ‘bubbles’ would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education. This would be done in consultation with the city council and PHE

Despite the national relaxation it is still essential to ensure a balance of risk – using the system of controls to prevent infection alongside ensuring pupils have a broad and ambitious curriculum.

All identified risks listed in the Risk Assessment are subjectively, but consistently measured in terms of **severity** of potential risk and **likelihood** of potential risk happening. They are measured as residual risks. This is in line with the Risk Register which operates across GMAT.

Severity and likelihood are measured from 1 to 5 as follows:

Measurement is taken further by multiplying the severity by the likelihood to give an integer between 1 and 25. These are then RAG rated as shown in the grid below.

Likelihood		Severity	
5	Catastrophic	5	Catastrophic
4	Major	4	Major
3	Moderate	3	Moderate
2	Minor	2	Minor
1	Insignificant	1	Insignificant

The RAG ratings in the red and amber sections have been further sub-divided, which highlights priorities and allows them to be made:

- A risk event occurring in relation to a risk with a red rating (score between 15 and 25) requires urgent attention and must be flagged immediately to the ELT. Scores between 20 and 25 are the most serious.
- A risk event occurring in relation to a risk with an amber rating (score between 8 and 12) requires attention. Scores between 10 and 12 require priority attention within amber.
- A risk event occurring in relation to a risk with a green rating (score between 1 and 6) does not presently require attention; however, if the identified risk is frequently compromised, then the risk needs to be appropriately re-measured.

<b>Severity</b>	Catastrophic	5	5	10	15	20	25
	Major	4	4	8	12	16	20
	Moderate	3	3	6	9	12	15
	Minor	2	2	4	6	8	10
	Insignificant	1	1	2	3	4	5
			1	2	3	4	5
			Rare	Unlikely	Possible	Likely	Almost Certain
			<b>Likelihood</b>				

The Risk Assessment must be reviewed regularly.

As outlined above, there are now four control measures issued by the DfE which are:

- Ensuring good hygiene for everyone
- Maintaining appropriate cleaning regimes
- Keeping occupied spaces well ventilated
- Following Public Health advice on testing, self-isolation and managing confirmed cases of Covid-19

1) Ensuring good hygiene for everyone	<ul style="list-style-type: none"> <li>○ Hand hygiene</li> <li>○ Respiratory hygiene</li> <li>○ Use of PPE</li> </ul>
2) Maintaining appropriate cleaning regimes	<ul style="list-style-type: none"> <li>○ Maintain appropriate cleaning regimes, using standard products</li> </ul> <p><a href="#">Covid-19:Cleaning of non-healthcare settings outside the home</a></p>
3) Keeping occupied spaces well ventilated	<ul style="list-style-type: none"> <li>○ Identify any poorly ventilated spaces and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.</li> <li>○ Mechanical ventilation should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</li> <li>○ If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</li> <li>○ Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air</li> </ul> <p>The <a href="#">Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic</a> and <a href="#">CIBSE COVID-19 advice</a> provides more information.</p> <ul style="list-style-type: none"> <li>○ CO2 monitors will also be provided to all state-funded education settings from September, so staff can quickly identify where ventilation needs to be improved.</li> </ul>
4) Following Public Health advice on testing, self-isolation and managing confirmed cases of Covid-19	<p>When an individual develops COVID-19 symptoms or has a positive test</p> <ul style="list-style-type: none"> <li>○ Pupils, staff and other adults should follow public health advice on <a href="#">when to self-isolate and what to do</a>. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</li> <li>○ If anyone in your school develops <a href="#">COVID-19 symptoms</a>, however mild, you should send them home and they should follow public health advice.</li> </ul>

Risk Assessment:

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<b>Focus area: Health and Safety</b>					
<b>1.1. Health and safety risk assessments have been reviewed and are based on the Public Health System of FOUR Controls in the <a href="#">DfE guidance</a> outlined above. Consider using <a href="#">HSE managing risks and risk templates</a></b>	<b>Guide Severe 16</b>	An audit of handwashing facilities and alcohol-based sanitisers has been undertaken and additional supplies purchased as necessary.	Yes	Each teaching base has 10 handwashing facilities that are available for all staff and students	<b>Guide Moderate 6</b>
		Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.	Yes	Multiple hand sanitisers are available in all communal areas and there are 2 in every teaching base and additional sanitiser on desks in bases	
		Pupils, staff and visitors to wash their hands with soap and water for at least 20 seconds at regular intervals throughout the day, particularly: on entry and exit to/from the academy on entry and exit to/from staff rooms -before and after preparing food and drinks before leaving after going to the toilet, touching faces, coughing or sneezing. Paper towels should be available for drying hands.	Yes	Supplies are monitored in line with cleaning rotas	
		If sinks are not available close to or in classrooms/work areas, then handwashing bowls and/or hand sanitiser could be provided.	Yes	All students will sanitise on entry, at the start and end of social times	
		Staff are to wash hands on entry to staff rooms, before and after preparing food and drinks, and before leaving.	Yes	Posters have been placed around the Academy to support with hand hygiene	
		Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.	Yes	Lidded bin will be stored in key areas of the school and emptied frequently and upon request. Outside bin will be used to store all red bin waste	
		MCA has forced air ventilation in, all teaching areas in the school. This means that fresh air is filtered and pumped into these areas (HEPA system). CO2 monitors will also be provided so staff can quickly identify where ventilation needs to be improved.	Yes	Guidance on handwashing has been shared with staff and students, they will be reminded of this during inset and in form time in September	

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
		Cleaning regime ensures no build-up of dust or other agents which could trigger respiratory issues.	Yes	Offices should maintain maximum ventilation. If windows cannot be opened, door should remain open and sanitisation spray used regularly.  All areas are accounted for in the Academy cleaning schedule  Tissue dispensers and red bins are in all bases  Face masks are no longer required but are available upon request. This will be reviewed regularly and could be reintroduced as part of MCA's contingency operations	
<b>1.2. Consultation has taken place with all staff and their representatives in line with HSE requirements</b>	<b>Guide Moderate 12</b>	Consultation has taken place at regular points throughout the pandemic. Staff will be invited to feedback on the latest protocols across the two inset days in September.  <i>Note: consultation may take place on more than one occasion, as plans evolve.</i>	Yes	Latest protocols will be presented to all staff during inset and this will be regularly reiterated through email communications	<b>Guide Minor 4</b>
<b>1.3. Statutory site checks have been carried out Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on</b>	<b>Guide Severe 16</b>	Fire risk assessments have been reviewed.  Windows opened where possible.  Non-fire doors propped open.  Where multiple staff occupy a single office, consider: <ul style="list-style-type: none"> <li>working back-to-back</li> </ul>	Yes  Yes  Yes  Yes	Fire protocols will revert to pre-Covid and will be drilled in September  Student movements will now support student movement around the building and will be under regular review.	<b>Guide Moderate 6</b>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<a href="#">emerging from lockdown</a> )		<ul style="list-style-type: none"> <li>installing screens between workstations</li> <li>developing a rota so that staff don't have to work together</li> <li>prohibiting shared workstations if robust cleaning cannot be ensured between users.</li> </ul>		<p>Ventilation to remain a priority of the site team to review regularly.</p> <p>Offices should maintain maximum ventilation If windows cannot be opened, doors should remain open and sanitisation spray used regularly. Staff are reminded about good ventilation by opening doors and windows regularly.</p>	
<b>1.4. Cleaning has been undertaken using <a href="#">guidance on cleaning non-health care settings</a></b>	<b>Guide Severe 16</b>	<p><b>Equipment</b> Personal items, such as pens and pencils, will be provided to individuals but communal supplies will now be used.</p> <p>Resources can now be brought to and from school by staff and students</p> <p>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</p> <p>Cleaning is carried out using standard cleaning chemicals/disinfectant and/or antiviral wipes and sprays.</p> <p>Consider having a dedicated provision of cleaning products in each classroom/work area in use containing hand sanitisers, antiviral wipes/sprays, paper towels, soap, tissues, for example in a container so it is easy to pick up and move around the space as required. These should be stored out of reach of pupils.</p> <p>Cleaning is prioritised to cover regularly touched surfaces, for example door handles, tables, chairs, toilets, wash basins etc and should be done with hot soapy water and disinfectant.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Cleaning guidance has been implemented into specialist areas with shared resources</p> <p>Cleaning protocols in place Cleaning schedules identify areas times and frequency of cleaning. Sprays and wipes available in all bases</p> <p>Increased regularity of cleaner briefings &amp; training</p> <p>Revised cleaner schedules and checklists as appropriate and responsive to need.</p> <p>Regular cleaning of surfaces is scheduled</p>	<b>Guide Moderate 12</b>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
		<p>Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</p> <p>Shared materials and surfaces should be cleaned and disinfected more frequently.</p>	<p>Yes</p> <p>Yes</p>		
<p><b>1.5. Arrangements to ensure good ventilation are in place. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a></b></p>	<p><b>Guide</b></p> <p><b>Severe</b></p> <p><b>16</b></p>	<p>Windows opened.</p> <p>MCA has forced air ventilation in, all teaching areas in the school. This means that fresh air is filtered and pumped into these areas (HEPA system).</p> <p>CO2 monitors will also be provided so staff can quickly identify where ventilation needs to be improved.</p> <p>Ensure all services remain at normal settings in your server room. Risk assessment for staff who have access to server rooms must be in place</p>	<p>Yes</p>	<p>Offices should maintain maximum ventilation if windows cannot be opened, door should remain open and sanitisation spray used regularly.</p> <p>The site team will use the monitors to identify areas that require improved ventilation.</p>	<p><b>Guide</b></p> <p><b>Moderate</b></p> <p><b>12</b></p>
<p><b>1.6. Agreed policy and procedures are in place should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (use DfE guidance on the system of controls, response to any infection points 7-9 and guidance on testing)</b></p>	<p><b>Guide</b></p> <p><b>Severe</b></p> <p><b>16</b></p>	<p><b>When an individual develops COVID-19 symptoms or has a positive test</b></p> <p>Pupils, staff and other adults should follow public health advice on <a href="#">when to self-isolate and what to do</a>.</p> <p>They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <p>If anyone in your school develops <a href="#">COVID-19 symptoms</a>, however mild, you should send them home and they should follow public health advice.</p>		<p>An alert function has been established on SIMs so staff can alert the pastoral team to any students showing symptoms of Covid.</p> <p>If appropriate, students will await collection outside. If this is not appropriate the meetings rooms in reception will be used, although there are no windows. The door will remain open. The student will use the reception toilet if necessary. All areas</p>	<p><b>Guide</b></p> <p><b>Moderate</b></p> <p><b>6</b></p>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
		<p>For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the <a href="#">use of PPE in education, childcare and children’s social care settings</a> guidance. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the PHE <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>.</p> <p><b>Asymptomatic testing</b></p> <p>As pupils will potentially mix with lots of other people during the summer holidays, all secondary school pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term.</p> <p>Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed.</p> <p>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</p> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p> <p><b>Confirmatory PCR tests</b></p> <p>Staff and pupils with a positive LFD test result should self-isolate in line with the <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They will also need to <a href="#">get a free PCR test to check if they have COVID-19</a>.</p> <p>Whilst awaiting the PCR result, the individual should continue to self-isolate.</p>		<p>will be cleaned once the child has left the building.</p> <p>Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p> <p>Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact.</p> <p>Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> <li>• they are fully vaccinated</li> <li>• they are below the age of 18 years and 6 months</li> <li>• they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> <li>• they are not able to get vaccinated for medical reasons</li> </ul>	

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
		<p>If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.</p> <p>Additional information on <a href="#">PCR test kits for schools and further education providers</a> is available.</p> <p><b>Relating to visitors</b></p> <p>All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon.</p> <p>Details of academy procedures communicated to all visitors before they come to site.</p> <p>Parents advised to drop children off alone, for example not to come with partners or family.</p> <p>Contractors attending while the academy is operational to be notified that the academy is operational and their access requirements reviewed on a case by case basis.</p>		<p>Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a <a href="#">PCR test</a>. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.</p>	
<p><b>1.7. The Business Continuity Plan is revised to show there is a critical path decision making process/ contingency plan in case of the need for further closures, or scaling back operations, to address local infections (local lockdown guidance</b></p>	<p><b>Guide</b></p> <p><b>Severe</b></p> <p><b>16</b></p>	<p><b>Stepping measures up and down</b></p> <p>You should have contingency plans (sometimes called outbreak management plans) outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p>	<p>Yes</p> <p>Yes</p>	<p>MCA can speedily implement control measures that were in place when restrictions were greater including reintroduction of bubbles and face coverings.</p> <p>All necessary steps taken will be done so in consultation with MCC and PHE.</p>	<p>Guide</p> <p>Moderate</p> <p>6</p>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
can be found <a href="#">here</a> )		<p>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission. For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the <a href="#">contingency framework</a>.</p> <p>The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.</p>			
<b>1.8. Transport-related health and safety risks have been assessed with detail how these can be mitigated</b>	<b>Guide Severe 16</b>	<p>It is no longer necessary to stagger start times to reduce travel at peak times.</p> <p><a href="#">Safer travel guidance for passengers</a></p>		MCA will not be providing transport for students. Those that use public transport must follow the government guidance of wearing face coverings. Information shared with staff/parents/students	<b>Guide Moderate 12</b>
<b>Focus area: Pupils and parents</b>					
<b>2.1. Parental confidence has been assessed and processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new</b>	<b>Guide Moderate 9</b>	<p>Communication strategies for parents, including those new to the academy in September 2020, are in place. These include social media communication tools.</p> <p>Parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the academy.</p>	<p>Yes</p> <p>Yes</p>	All information has been shared with parents. This is to be reinforced and available on the website.	<b>Guide Minor 4</b>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
school year		<p>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations, including good pupil attendance, on a regular basis using a range of communication tools.</p> <p>Academy leaders have taken into account the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary.</p>	<p>Yes</p> <p>Yes</p>	<p>Regular parental communications as cases arrive and updates on guidance is on the website.</p> <p>The attendance team have been working with parents throughout the pandemic and support has been implemented prior to September 2021</p>	
<b>2.2. Appropriate support and arrangements are in place for pupils with EHC plans</b>	<b>Guide Moderate 12</b>	<p>Consideration has been given to the needs of pupils with SEND (whether with education, health and care plans or on SEN support) to identify what specific help and preparation will be needed.</p> <p>Appropriate 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.</p> <p>All pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the academy has organised access to remote education.</p> <p>Leaders recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>All students are currently catered for, all support is in place and external professionals can come to the Academy following the flow chart for process of accepting visitors into the Academy.</p> <p>SEND area has been extended and the team added to in the last academic year. Support is continuously reviewed to ensure that SEND students are not unfairly disadvantaged as a result of any covid controls that are still in place.</p> <p>Summer school has been offered to all students to support their learning.</p> <p>Remote learning immediately activated for students that are isolating</p>	<b>Guide Moderate 6</b>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
		and ambitious curriculum.  Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy.		SEND students that are isolating are closely monitored by the SEND team and necessary support issued.	
<b>2.3. Pupils most at risk of disengagement/ most in need of additional support are identified and support is in place</b>	<b>Guide Moderate 12</b>	Consideration has been given to the needs of disadvantaged and vulnerable pupils to identify what specific help and preparation will be needed.  All pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year  Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the academy has organised access to remote education.	Yes  Yes  Yes	Vulnerable students each have an allocated key worker to identify any specific needs.  Assessments have been conducted so various levels of academic support can be implemented such as... NTP Climb Summer School	<b>Guide Moderate 6</b>
<b>2.4. An audit of wider family services supporting mental health, bereavement, domestic violence etc has been undertaken in order to be able to signpost/refer families where required</b>	<b>Guide Moderate 9</b>	Reference has been made to Public Health England <a href="#">guidance on supporting children and young people's mental health</a> , <a href="#">Every Mind Matters</a> and <a href="#">advice for groups with specific mental health needs</a>	Yes	SID team have access to document with details of all services which can be used to signpost families as part of the vulnerable phonecalls. Details of all services also available on the website  Progress time has been introduced each day to support student welfare and appropriate resources will help deliver wellbeing topics	<b>Guide Minor 4</b>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<b>Focus area: Workforce and HR</b>					
<b>3.1. A review has been carried out of the academy's workforce audit</b>	<b>Guide Moderate 12</b>	<p>The clinically extremely vulnerable list was paused as staff began to return to the Academy in March 2021</p> <p>Assess how many staff remain in this much smaller group and the impact on the workforce.</p> <p>Individual risk assessments have been completed/reviewed for extremely clinically vulnerable, and clinically vulnerable, colleagues in context of autumn term working arrangements.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Staff have been risk assessed and supported in their reintegration from September.</p> <p>All staff returned to work successfully. Staff displaying symptoms stayed at home until a negative test has been returned. Flexible working approaches have been put in place to support staff with childcare issues. Remote working was in place for staff isolating.</p> <p>All of the above would only be necessary from September 2021 if controls needed to be 'Stepped Up'</p>	<p>Guide Minor 4</p>
<b>3.2. An assessment has been made of how many staff may be at increased risk due individual circumstances</b>	<b>Guide Moderate 12</b>	Individual risk assessments completed- As a result academy leaders know how staff will be deployed.	Yes	<p>Cleaning staff identified at higher risk - RA completed under current working conditions</p> <p>Protective mechanisms such as screens in use</p>	<p>Guide Minor 4</p>
<b>3.3. Staff training/ reorientation scheduled prior to the full return of pupils in September</b>	<b>Guide Moderate 12</b>	INSET days covers new protocols	Yes	Regular communications keep staff across government announcements and covid guidance.	<p>Guide Minor 4</p>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<b>3.4 Arrangements for staff wellbeing are in place</b>	<b>Guide</b>	Staff are encouraged to focus on their wellbeing.	Yes	Regular wellbeing updates for all staff	Guide
	<b>Moderate</b> <b>9</b>	Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Yes	EAP details shared regularly with staff and distributed to personal email addresses of staff that do not access academy email	Minor  4
		Staff briefings and training have included content on wellbeing.	Yes		
		Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.	Yes	Posters displayed around the academy.	
		Designated safeguarding leads (and deputies) are provided with 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 social care and other agencies where these are appropriate	Yes		
		Plans in place to share contact details for Employee Assistance Programme to all staff (including those not in school) at the start of term.	Yes		
<b>Focus area: Curriculum and timetabling</b>					
<b>4.1. Academy leaders have plans in place for identifying the most important missed knowledge and how this will be covered, within a broad curriculum in all subjects</b>	<b>Guide</b> <b>Moderate</b> <b>12</b>	All pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.	Yes	Assessments have been conducted to inform practitioners of students with learning gaps and interventions are available to close these/ The curriculum has been and will continue to be reviewed to take account of different learning experiences during the pandemic. Formative assessment strategies will take a prominent role in identifying the level of lost learning that has occurred.	Guide  Moderate  9

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<b>4.2. Academy leaders have ensured the curriculum remains broad and ambitious and that all pupils continue to be taught a wide range of subjects</b>	<b>Guide</b> <b>Moderate</b> <b>12</b>	Discussions with SLT confirm this.  Leaders recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so have/are making arrangements to work with families to deliver a broad and ambitious curriculum.  Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.	Yes  Yes  Yes	All students have a full and engaging curriculum, which includes all subject areas.  SEND and disadvantaged students remain a focus for the Academy. Their progress and attainment will continue to be monitored and curriculum modifications and interventions implemented.	<b>Guide</b> <b>Moderate</b> <b>6</b>
<b>4.3. A staffing plan and timetable is in place, including any special arrangements where necessary and practicable, for example staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements</b>	<b>Guide</b> <b>Moderate</b> <b>12</b>	Staggered start times are no longer required and rooms can be altered to support effective teaching and learning. Assemblies will be reintroduced and break and lunch times modified to allow improved socialisation across year groups.  All staff can operate across multiple classes and year groups  Educational visits will be permitted using the Evolve protocols  Extra-curricular activities will return using the Academy registration processes	Yes  Yes  Yes  Yes	Each of these points will continue to be reviewed based on the local context of cases and with advise from MCC and PHE.  Where necessary these can be altered if measures need to be stepped up and down	<b>Guide</b> <b>Moderate</b> <b>6</b>
<b>4.4. A plan is in place for spending the academy's allocation of tuition funding and ensure curriculum alignment and relevant training is in place (EEF guidance can be found <a href="#">here</a>)</b>	<b>Guide</b> <b>Moderate</b> <b>12</b>	Pupils most at need are identified.  Covid 19 catch up plans are written and funding used for the purpose intended.		Recovery/Growth and Academy Improvement Priorities have been agreed and can be viewed in the Academy Improvement Plan	<b>Guide</b> <b>Minor</b> <b>4</b>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
4.5. Plans are in place outlining how remote education will be offered where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown	Guide Moderate 12	Consideration has been given to: <i>online learning resources</i> <a href="#">here</a> <i>Oak National Academy</i> <a href="#">here</a> <i>technology support</i> <a href="#">here</a> <i>guidance for parents on supporting home learning</i> <a href="#">here</a> <i>guidance for parents of children with SEND to support home learning</i> <a href="#">here</a> <i>EEF best evidence in remote learning</i> <a href="#">here</a> plus: <a href="#">summary</a> of findings and a <a href="#">toolkit</a> to support home learning <i>DfE case studies using various methods to <a href="#">adapt the curriculum for remote education</a> to best meet the needs of pupils and <a href="#">adapt teaching practice for remote education</a> and <a href="#">keep pupils engaged</a></i>		Remote learning will now be a focus for individuals as opposed to groups of students isolating. Relevant resources will be prepared and shared in advanced of lessons with staff choosing to deliver live lessons where they are appropriate.	Guide Minor 4
4.6. The approach to physical activity within the school day has been reviewed	Guide Moderate 9	Full PE curriculum and activities will return. All risk assessments will be reviewed and guidance sought from AfPE  Cleaning and hygiene are given high priority.		These will be reviewed if stepping controls up or down in required.	Guide Minor 4
4.7. Before and after-school provision has been reviewed	Guide Moderate 12	Full offer will return in Autumn 2021		These will be reviewed if stepping controls up or down in required.	Guide Minor 4
<b>Focus area: Policy and procedure</b>					
5.1. Before September 2021 key policies and procedures at least are reviewed and any addendums amended or removed	Guide Severe 16	The following have been considered, and where changes made, shared: Health and safety Child protection and safeguarding (safeguarding and remote education <a href="#">here</a> ) Attendance, Behaviour, Exclusions, Pastoral/Welfare, Restraint		All addenda have been removed where appropriate but can be reintroduced if required in the stepping up and down of procedures.	Guide Moderate 6

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
5.2. Academy leaders have considered whether enhanced safeguarding and welfare provision needs to be put in place, including planning for the potential increase in disclosures and welfare needs including mental health	Guide Moderate 12	Trust safeguarding policies and procedures are followed.  Identify a safe space in the school for children to go during this time should they need to speak with someone or they are in crisis.  Dedicated time for DSL's to fulfil their role in September when children return to school and safeguarding concerns may increase.  Providing staff time to reflect on their safeguarding responsibilities and the possible safeguarding issues children may have been exposed to during this time		Universal wellbeing offer will continue though progress time includes assemblies, votes for schools, wellbeing Wednesday and the Lemonade project.	Guide Moderate 6
5.3. Procedures for fire drills have been amended as appropriate	Guide Critical 15	Fire drills will continue to operate in the designated spaces		Procedure will be practiced in September in year groups and as a whole school.	Guide Moderate 6
5.4. Other academy-based policies and procedures reviewed and amended as applicable	Guide Moderate 12				Guide Moderate 6
<b>Focus area: School kitchens, supply chains and contracts</b>					
6.1. Plans are in place to reopen school kitchens	Guide Moderate 12	School kitchens are now fully operational and risk assessed	Yes	Screens have been built at all serving points in canteen Contingency plans in place for stepping up and down procedures	Guide Moderate 6
6.2. Catering reviewed and amended as applicable, including bringing staff out of	Guide Moderate	N/A			Guide Minor

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
furlough where necessary if this has not already been done	12				4
6.3. Supply chains reactivated	Guide Moderate 9	Supply chains are reactivated.	Yes		Guide Minor 2
6.4. There is free school meals provision over the summer	Guide Moderate 12	National voucher schemes in operation.	Yes	Wonde vouchers used	Guide Minor 1
6.5. There is an agreed approach to any scheduled or ongoing building works in relation to safety	Guide Moderate 9	Contractors have their own agreed risk assessments.	Yes	Manchester surfacing and TSbooker have completed RA and academy approach/ rules have been shared with contactors. Major works takes place over half term	Guide Minor 4
		Contractors follow academy rules re: distancing and hygiene as above.	Yes		
<b>Focus area: Communications</b>					
7.1. There are planned and agreed communications to staff, including but not limited to: -arrangements for keeping staff and pupils safe - staff deployment and attendance expectations - curriculum and timetabling - workload and wellbeing	Guide Moderate 9	Posters reinforce the need to wash hands regularly and frequently	Yes	Staff will be consulted across the first two inset days  See pages 9-11  Remote learning will now be a focus for individuals as opposed to groups of students isolating. Relevant resources will be prepared and shared in advanced of lessons with	Guide Minor 4
		Consultation has taken place with all staff and their representatives in line with HSE requirements	Yes		
		Agreed policy and procedures are in place should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site	Yes		
		Plans are in place outlining how remote education will be offered where individuals need to self-isolate, or where there is a local lockdown	Yes		

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
- training		<p>Before September 2021 key policies and procedures at least are reviewed and any addendums amended or removed</p> <p>Procedures for fire drills have been amended as appropriate</p>	<p>Yes</p> <p>Yes</p>	<p>staff choosing to deliver live lessons where they are appropriate.</p> <p>Staff training on protocols and RAs are to be covered during inset days.</p> <p>Procedure will be practiced in September in year groups and as a whole school.</p>	
<p><b>7.2. There are planned and agreed communications to parents/carers, including but not limited to:</b></p> <ul style="list-style-type: none"> <li>-attendance expectations</li> <li>-uniform expectations</li> <li>-the curriculum</li> <li>-transport</li> <li>-dropping off and picking up</li> <li>-parents/ carers visiting the school</li> </ul>	<p><b>Guide</b></p> <p><b>Moderate</b></p> <p>9</p>	<p>Posters reinforce the need to wash hands regularly and frequently</p> <p>Agreed procedures are in place should a child or adult fall ill with the coronavirus on site,</p> <p>Parental communications provide clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year</p> <p>A plan is in place highlighting how the academy will maintain the curriculum through home learning if individuals have to be sent home</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Increased signage in bases</p> <p>This continues through our constant liaison with families</p> <p>Remote learning plan is in place</p>	<p>Guide</p> <p>Minor</p> <p>4</p>
<p><b>7.3. There is an agreed frequency of communications with parents and governors</b></p>	<p><b>Guide</b></p> <p><b>Moderate</b></p> <p>9</p>	<p>Business Continuity Plan updated and discussed with the EP and Chair of Governors</p> <p>Additional cost pressures due to COVID-19 have been identified and reported to Finance Manager and to Governors</p> <p>Risk assessments shared with the Chair of Governors.</p>		<p>Parental communication to be logged on a tracker.</p> <p>Governors regularly updated through LGB meetings and emails.</p>	<p>Guide</p> <p>Minor</p> <p>4</p>

Key aspect	Risk rating pre action	Example control measures/ considerations	In place Yes or No or NA	Further actions/controls/responses to reduce the risk	Residual risk
<b>Focus area: Financial</b>					
<b>8.1. Additional cost pressures due to COVID-19 have been identified and an end-of-year forecast which factors them in has been produced for the board</b>	<b>Guide</b> <b>Moderate</b> <b>9</b>	Additional cost pressures due to COVID-19 have been identified and reported to S Ash (note deadline date) and to Governors.		Instalments of the funding allowance have been received and appropriate spend has been suggested and accepted by FAC / LGB The impact of this spend is to be monitored and reported upon	Guide Minor 4
<b>Focus area: Accountability</b>					
<b>9.1. Arrangements for academy accountability including performance management have been made in the light of DfE <a href="#">guidance</a> on how school and trust external accountability will be handled this year.</b>	<b>Guide</b> <b>Moderate</b> <b>8</b>	Plans and risk assessments reviewed by EP and Chairs of Governors.  Schools and Trusts will not be held to account based on exams and assessment data from summer 2020 and data will not be used by others, such as Ofsted and local authorities, to hold schools and Trusts to account.  Position on performance management (end of year reviews for 2019/20) has been communicated.		Updates shared on inset in September As risk assessments continue to be updated they will be shared with the LGB  Accountability measures for 2021 are based on TAGs	Guide Minor 3

## Staying COVID Secure – Our Commitment

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will continue to comply with all relevant Health and Safety Legislation.

### Our Employees

Ref	Control Measure	Yes	No	N/A	Actions Taken Details / Further Information
01	Any employee or persons within their household that has <a href="#">coronavirus (COVID-19) symptoms</a> , should not attend school/ setting. They should <a href="#">arrange to have a test</a> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff, pupils and families should be reminded that they should not attend school, even if they are feeling better, until they receive their test results.
02	Any employee who has tested positive for COVID 19 in the past 10 days should not attend school/ setting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
03	Any employee who develops COVID-19 symptoms during the school day should be sent home as soon as possible and should <a href="#">arrange to have a test</a> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff, pupils and families should be reminded that they should not attend school, even if they are feeling better, until they receive their test results.
04	An individual risk assessment will be completed for all staff that have characteristics that increase their potential risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a> . Sample assessment template provided by Directorate for Children and Education Services. CEV staff are no longer advised to shield.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All staff individual risk assessments should be reviewed and updated regularly.

## Our Pupils

Ref	Control Measure	Yes	No	N/A	Actions Taken Details / Further Information
05	Any pupil or persons within their household has <a href="#">coronavirus (COVID-19) symptoms</a> , should not attend school/ setting. They should <a href="#">arrange to have a test</a> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
06	Any pupil who has tested positive for COVID 19 in the past 10 days should not attend school/ setting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07	Any pupil who develops COVID-19 symptoms during the school day should be sent home as soon as possible and should <a href="#">arrange to have a test</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08	Remote/distance learning contingency arrangements for all pupils should be maintained in line with any local Covid-19 outbreak.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Our School

Asymptomatic Testing					
Ref	Control Measure	Yes	No	N/A	Actions Taken Details / Further Information
09	<p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to education in September by helping to identify people who are asymptomatic;</p> <ul style="list-style-type: none"> <li>Secondary school pupils should complete 2 onsite tests, on return to school, before moving to regular twice weekly tests at home.</li> <li>Secondary school staff should complete regular twice weekly tests at home.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Secondary schools have a Lateral Flow Device Testing risk assessment in place for their on-site test centre.</p> <p>All schools have a Lateral Flow Testing risk assessment in place for the provision, supply and storage for home Lateral Flow Device Tests.</p> <p>The need for regular asymptomatic testing will be reviewed at the end of September.</p>

	<ul style="list-style-type: none"> <li>A small on-site LFD test centre should be maintained in secondary schools to allow for those unable to take LFD test at home on site.</li> <li>Primary school staff should complete twice weekly tests at home.</li> </ul>				
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### Physical / Social Distancing in the Building

Ref	Control Measure	Yes	No	N/A	Actions Taken Details / Further Information
10	Although social distancing is no longer a legal requirement for staff and pupils. Head Teachers still have a legal duty to ensure the health and safety of their staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When there is an increase in local Covid-19 cases, considerations should be given to ensuring social distancing amongst staff- e.g; <ul style="list-style-type: none"> <li>Stagger the use and limit the occupancy of staff room and offices by employees and ensure staff maintain social distancing.</li> <li>Ensure maximum occupancy of each room is calculated to ensure staff can maintain social distancing.</li> <li>Car sharing should be avoided where possible</li> </ul>
11	Staff that assist pupils with AGP (aerosol generating procedures) have appropriate AGP PPE. Any procedures are done in a separate, ventilated room where possible. (Refer to health colleagues if this is applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Detailed work has been completed by health, and health & safety colleagues to ensure staff that assist pupils with AGP can do this in a covid secure way. Refer to Amie Stocks/ Julie Hicklin if applicable.

### Infection Control, Cleaning and Hygiene Arrangements

Ref	Control Measure	Yes	No	N/A	Actions Taken Details / Further Information
12	Staff and/or pupils who are experiencing <a href="#">coronavirus (COVID-19) symptoms</a> , should not attend school/ setting. They should <a href="#">arrange to have a test</a> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Staff who experience symptoms as above whilst at work should go home as soon as possible and should <a href="#">arrange to have a test</a> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

14	Pupils who experience COVID-19 symptoms should be collected from school/ setting as soon as possible. They should be kept 2m apart from all other pupils and staff whilst on site, where possible. If pupil needs direct personal care until they can return home, staff should wear gloves, an apron and a face mask. Eye protection should also be worn if deemed risk from coughing/spitting/ vomiting. Anyone who come into close contact with someone with COVID symptoms must wash their hands. They do not need to isolate or get a test unless they develop symptoms themselves.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15	Parents of pupils with COVID 19 symptoms should be instructed to get their child tested. Schools will have a small number of testing kits to be provided to parents where it is uncertain they will get a test for their child or may struggle to get a test.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Staff/ pupils who test positive for COVID 19 should self-isolate for 10 days. Close contacts should take a PCR test but do not need to isolate; they can continue to attend the school setting whilst they are waiting for their results (unless they develop symptoms).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Provision of hand-washing / hand-hygiene facilities at entrances and throughout school/setting. (Regularly monitored & maintained).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	All staff and pupils are encouraged to regularly wash their hands with soap and water, especially upon arrival at school/setting, prior to eating, following break/lunch time and any other time deemed necessary (after coughs/sneezes). Small children and children with complex needs should continue to be helped to wash their hands properly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Toilets and facilities will be cleaned regularly in line with the school's enhanced cleaning regime. Pupils will be encouraged to clean their hands thoroughly throughout the day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

20	All staff and pupils are encouraged to cough / sneeze into tissues and dispose of these in appropriate waste disposal bins. (Catch it, Kill it, Bin it)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Additional lidded bins and increased emptying / replacement are provided / in-place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	All working areas within the building should be well-ventilated (Windows and Doors open) where safe and appropriate to do so.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Good ventilation can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>• mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li>• natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so).</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>CO2 monitors will also be provided so staff can quickly identify where ventilation needs to be improved.</p>

23	A regular cleaning schedule should be maintained. This should include twice daily cleaning (using detergent and hot water followed by a chlorine based disinfectant solution) of all areas and equipment, with a particular focus on frequently touched surfaces: <ul style="list-style-type: none"> <li>• Toilets</li> <li>• Door Handles/ Access Buttons</li> <li>• Kitchen areas and associated equipment</li> <li>• Water dispensers/ coolers</li> <li>• Printers/ Photocopiers</li> <li>• White Boards</li> <li>• Play Equipment</li> <li>• Shared resources</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24	Staff and pupils are provided with instructions on how to achieve effective hand-washing; for example in the form of posters, written guidance and videos clips etc.  Increased frequency of toilet inspections and checks to ensure sufficient supplies of liquid soap are maintained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Hand-Washing Guidance</a>  <a href="#">Hand-Washing Video</a>
25	Suppliers and Contractors advised if attending premises of infection control arrangements, no-access areas and expectations around personal hygiene.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Response to an Infection</b>					
<b>Ref</b>	<b>Control Measure</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Actions Taken Details / Further Information</b>
25	Sufficient understanding and processes are in place to respond to a confirmed case of COVID 19 in school: <ul style="list-style-type: none"> <li>- Those with symptoms book a test</li> <li>- Contact Public Health when become aware of a confirmed case (Public Health will also contact schools when they become aware of a confirmed case).</li> <li>- Complete On-Line MTAT form.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">See Outbreak Management Plan</a>

	<ul style="list-style-type: none"> <li>- Public Health/ MTAT will then work with school to determine actions to be taken.</li> <li>- Outbreak management plan is implemented if requested in response to request from local Director of Public Health, Test and Trace or Public Health.</li> </ul>				
26	<p>If an outbreak, school's Covid-19 outbreak management plan is implemented. Remote/distance learning contingency arrangements for all pupils should be maintained in case of school/ year group closure during any local COVID 19 outbreak.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See Outbreak Management Plan

## Outbreak Management Plan

Outbreak Management Plan (OMP) outlines how the school would operate if additional measures are recommended for your setting or the local area. The Director of Public Health, Public Health England Health Protection Teams or the Local Authority could recommend certain measures are re-introduced. This may happen to help manage outbreaks in schools, or if there is an “extremely high prevalence” of Covid-19 in the community and other measures have failed to reduce transmission, or as part of a package of measures “responding to a variant of concern”.

**N.B- THE FOLLOWING CONTROL MEASURES DO NOT NEED TO BE PUT INTO PLACE UNLESS RECOMMENDED BY THE DIRECTOR OF PUBLIC HEALTH, PHE HEALTH PROTECTION TEAMS OR THE LOCAL AUTHORITY.**

Ref	Control Measure	Yes	No	N/A	Actions Taken Details / Further Information
01	<p>If there is significant concern that existing or recently introduced measures in an area have failed to mitigate community transmission, or that a more robust response is required to contain the outbreak of a VoC it may be necessary to limit the number of children and young people in education or childcare settings through attendance restrictions.</p> <p><b>ATTENDANCE RESTRICTIONS SHOULD ONLY BE CONSIDERED AS A LAST RESORT FOLLOWING THE DFEs ‘CONTINGENCY FRAMEWORK’ AND, IN COLLABORATION WITH PUBLIC HEALTH AND THE LOCAL AUTHORITY.</b></p>				<ul style="list-style-type: none"> <li>• Ensure remote learning platform remains.</li> <li>• Provision in place for key worker children attendance (as per national lockdowns).</li> </ul>
02	When a variant of COVID-19 is classed as a variant of concern (VoC), DHSC will increase targeted testing in that area to help suppress and control any possible new cases and better understand the new variants.				<ul style="list-style-type: none"> <li>• For secondary schools onsite Asymptomatic Testing Sites (ATS) in place.</li> <li>• Increased use of home testing for staff.</li> </ul>
03	Temporary re-introduction of year/class bubbles, for a temporary period to reduce mixing between groups.				<ul style="list-style-type: none"> <li>• Year/ class group bubbles implemented</li> <li>• Staggered entrance/ exit times (if possible)</li> <li>• Use of different entrances (if possible)</li> <li>• Staggered/ limited use of communal areas- hall/ dining room etc.</li> </ul>

04	<p>Temporary re-introduction of face coverings.</p> <p>In all cases any educational drawbacks in the recommended use of face coverings should be balanced with the benefits in managing transmission and should allow for reasonable exemptions for their use.</p>				<ul style="list-style-type: none"> <li>• Face coverings worn by staff and visitors, in communal areas unless they are exempt.</li> <li>• Face coverings worn by pupils in communal areas/ all areas</li> </ul>
05	<p>Temporary re-introduction of shielding in the event of a major outbreak or variant of concern that poses a significant risk to individuals on the shielded patient list.</p> <p><b>SHIELDING CAN ONLY BE RE-INTRODUCED BY NATIONAL GOVERNMENT.</b></p>				<ul style="list-style-type: none"> <li>• Individual risk assessments regularly reviewed and specifically in line with any updated government guidance regarding VoCs.</li> <li>• Remote learning platform in place for children who are advised to shield.</li> </ul>
06	<p>Temporary limit to certain school activities;</p> <ul style="list-style-type: none"> <li>- residential educational visits</li> <li>- open days</li> <li>- transition and taster days</li> <li>- parental attendance in settings</li> <li>- performances in settings</li> </ul>				<ul style="list-style-type: none"> <li>• Risk assessments in place.</li> </ul>