



COVID-19: Operational Risk Assessment for Academy Reopening Fully

Please note: this risk assessment should be undertaken in conjunction with the guidance on full opening of schools from the start of the autumn term issued by the Department for Education on 2nd July 2020 as follows:

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| Assessment conducted by: | Christie Cavallo | Headteacher | Covered by this assessment | Staff, pupils, contractors, visitors, volunteers |
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| Date of assessment: | 10/7/2020 | Review interval: | Monthly or as Guidance Updated | Date of next review: | 26/10/2020 |
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Related documents

| Academy documents: | Government guidance: |
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| Information for Families 2020 | https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools |
| Daily timings for Classes | https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures |
| Staff Handbook | https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak |
| Policies: | Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 |
| Behaviour Policy - revised for Covid19 | Coronavirus (COVID-19): implementing protective measures in education and childcare settings |
| Health and Safety Policy | Coronavirus (COVID-19) Collection: guidance for schools and other educational settings |
| Child Protection and Safeguarding Policy | Actions for schools during the coronavirus outbreak |
| | Coronavirus (COVID-19): implementing social distancing in education and childcare settings |
| | Coronavirus (COVID-19): guidance for educational settings |
| | COVID-19: cleaning in non-healthcare settings |
| | https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak |



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| Date of review: | 8/9/2020 | Sections amended: | <ul style="list-style-type: none"> Academy documents Policies Managing the Academy Lifecycle Staff Induction School Transport PPE Maintaining Provision Pupils with Underlying Health Issues KLU and LAN arrangements | Date of next review: | 14/9/2020 |
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| Date of review: | 14/9/2020 | Sections amended: | None | Date of next review: | 21/9/2020 |
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| Date of review: | 21/9/2020 | Sections amended: | <ul style="list-style-type: none"> The Academy Day Managing the Academy Lifecycle Testing and Managing Symptoms Lunch times Reception Area | Date of next review: | 5/10/2020 |
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| Date of review: | 5/10/2020 | Sections amended: | <ul style="list-style-type: none"> Curriculum organisation | Date of next review: | 26/10/2020 |
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| Date of review: | | Sections amended: | | Date of next review: | |
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Risk matrix



| Risk rating High (H), Medium (M), Low (L) | | Likelihood of occurrence | | |
|--|---|--------------------------|----------|--------|
| | | Probable | Possible | Remote |
| Likely impact | Major: Causes major physical injury, harm or ill-health. | H | H | H |
| | Severe: Causes physical injury or illness requiring first aid. | H | M | L |
| | Minor: Causes physical or emotional discomfort. | M | L | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--------------------|---|------------------------------|
| 1. Establishing a high quality learning environment, including social distancing | | | | | |
| 1.1 Managing Groups | | | | | |
| The academy is not able to provide quality education for all children in class bubbles | | <ul style="list-style-type: none"> Agreed 'bubbles', operate as self-contained units with clear control measures Individual Risk Assessments are undertaken if a child or member of staff needs to break the bubble for any reason and additional control measures are introduced Where bubbles are planned to merge for parts of the day or different activities arrangements have been made to minimise contact in time and distance Numbers of children able to fit into a classroom with tables arranged for social distancing is scoped and considered, taking account of age and stage of the children's learning Arrangements are put in place for TAs and 1:1 support staff to support learning with minimal cross bubble working Arrangements in place to support pupils unable to attend school due to self-isolation. Contingency arrangements in place in preparation for future lockdown (Tapestry) Consider supply arrangements in anticipation of staff absence | Y | <ul style="list-style-type: none"> Staff induction to cover new and revised arrangements for full opening. | |



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|---|-------------------------------------|---|--------------------|---|------------------------------|
| 1.2 Organisation of teaching spaces | | | | | |
| Classrooms / 'bubble' spaces are established appropriately to deliver the bubble requirements and support infection control. | | <ul style="list-style-type: none"> Classroom location, entry/exit points, reduce traffic in the academy and manage traffic around the academy to ensure social distancing Timetables / staffing model amended in line with government guidance and to reduce the number of staff engaging across bubbles Classrooms re-organised to allow for the safest possible spacing between children, taking into account their ages and learning needs Good ventilation is maintained by opening windows and propping doors open whenever possible Surfaces are clear wherever possible for thorough cleaning Clear signage displayed in classrooms and around the academy promoting safe spacing, hand washing and 'catch it, bin it, kill it' Class bubbles to stay together for class activities, with Year Group bubbles put in place where logistics do not allow for classes Provide appropriate wipes / cleaning materials and sprays to enable cleaning by bubble groups if required. Ensure materials are safe and non-toxic Staff to clean spaces with sanitising spray / wipes if others are using them (before changeover) Pupils and staff wash hands if changing rooms | Y | <ul style="list-style-type: none"> Markings on entry into the academy with visual reminders around the academy TAs made clear of responsibility to keep cleaning products stocked up during day and of cleaning routines throughout the day If staff are introduced to a bubble they will generally be introduced following a weekend so time has passed since they worked with another group Staff working across bubbles will socially distance wherever possible within the classroom. | |
| The use of large spaces by more than one Bubble/ class in any one day. | | <ul style="list-style-type: none"> Large spaces (e.g. hall, shared areas) may be used for teaching (still single bubble) or may be used as more flexible space If used as flexible space, surfaces and contact points will need cleaning between groups Particular attention given to contact points and any equipment No large gatherings outside of bubbles Design layout and arrangements in place to enable social distancing for staff and safe spacing for pupils Use outside areas for teaching where possible | Y | <ul style="list-style-type: none"> Staff are clear on remaining segregated whilst outside with clearly demarcated areas Hall and other shared spaces are timetabled and cleaned between one bubble use and another | |



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| 1.3 Availability of staff and class sizes | | | | | |
| Staff availability to teach classes in the academy and operate effective home learning when needed | | <ul style="list-style-type: none"> • Staff in clinically vulnerable groups and extremely clinically vulnerable groups can now come to work (as of September 2020). If they are anxious they should undertake a risk assessment and appropriate mitigations should be considered. • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Full use is made of those staff who are self-isolating but who are well enough to teach lessons online, plan home learning or share responsibility for home contact for children also unable to attend the academy • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes and support vulnerable children and families is in place, following guidance regarding bubble crossing wherever possible • Full use is made of priority testing, and track and trace systems to ensure staff with symptoms can return to the setting safely as soon as possible, and that contacts can be informed and protected. • In school cover used as much as possible to manage staff absence and avoid external supply agency cover • Continued use of Tapestry to share home learning activities when needed, in line with school based learning | Y | <ul style="list-style-type: none"> • Complete risk assessments for returning staff in the ECV group and work with any staff who are anxious. • Testing Guidance to go out to all staff and track and trace expectations • All staff allocated a responsibility of either group/bubble in school or leading on remote learning | |
| 1.4 The use of ITT, therapy, supply and other staff to enhance the education offer | | | | | |
| Ensuring ITT and visiting staff add value that is worth the risk | | <ul style="list-style-type: none"> • The value to children's education by attendance of ITT students therapy, supply and other staff is worth any risk • Arrangements are in place to provide adequate induction and or supervision whilst on site • Scheduling of visits / placement is considered so it requires as little movement between other schools as is possible whilst still providing a high-quality service • Contact details are taken and checked on arrival • Timetables and names of children working with visiting staff are checked • Any changes to those arrangements are noted and kept for 21 days | Y | <ul style="list-style-type: none"> • Individual risk assessments to be completed as necessary | |



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|--|-------------------------------------|---|--------------------|---|------------------------------|
| Visiting staff attend different settings and may increase risk of infection | | <ul style="list-style-type: none"> Review is undertaken of all visiting staff to ensure they add value to the educational offer Individual risk assessments undertaken Awareness of any shared use of staff Social distancing employed where appropriate All measures for existing staff adhered to | Y | <ul style="list-style-type: none"> Individual risk assessments to be completed as necessary | |
| Initial Teacher Training students are supported to work within the academy setting with minimal risk | | <ul style="list-style-type: none"> Review is undertaken of engagement activities for ITT students Individual Risk Assessments undertaken Students made aware of academy Risk Management policies and procedures Students engagement with children is usually limited to a single bubble If student is to work with other bubbles they apply stringent social distancing and stay 2m apart from children and staff Students encouraged to take care in their social interactions outside the academy and observe government policy stringently | Y | <ul style="list-style-type: none"> Individual risk assessments to be completed as necessary | |
| 1.5 The academy day | | | | | |
| The start and end of the academy day does not provide added risk for children and adults (pick up/drop off) | | <ul style="list-style-type: none"> Start and departure times are staggered to avoid congestion in and around the academy Entrances and exits to be split between the academy and nursery to reduce contact between groups Staff and pupils are briefed about which entrances, exits and circulation routes to use A plan is in place for managing the movement of people on arrival to avoid groups of people congregating Limit parents accompanying children to school (1 adult to one child) Markings are visible where it is necessary to manage any queuing (eg toilets) Attendance monitored with expected safeguarding protocols in place to ensure compulsory attendance of all children Regular messages to parents remind of the need for social distancing at drop off and pick up times | Y | <ul style="list-style-type: none"> No parents in the academy unless by appointment On-going monitoring of each of these areas/ situations Request sent out for parents and carers to wear face masks at the academy gates when dropping off / picking up | |



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| Bubbles mixing in 'wrap around' care or extra-curricular provision | | <ul style="list-style-type: none"> Any on-site provision has been risk assessed to minimise infection Where possible children remain in bubbles If not possible remain in small consistent groups Use outside space as much as possible Follow good hygiene rules washing hands when entering the space Ensure good ventilation Social distancing should be followed wherever possible Records kept of close contacts within the facility to support track and trace | Y | <ul style="list-style-type: none"> Consistent communication with KLU to review arrangements | |
| 1.6 Planning movement around the academy | | | | | |
| Movement around the academy in a safe and secure way with appropriate attention to social distancing | | <ul style="list-style-type: none"> Circulation plans have been reviewed and revised Children and staff must wash hands every time they move location One-way systems are in place where possible. Appropriate signage is in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly. Staff to ensure children understand the importance of keeping to their bubble groups Movement of pupils around the academy is minimised as much as possible, with pupils staying in classrooms and agreed outside space. If unavoidable, lesson change overs are staggered to avoid overcrowding. Pupils are regularly briefed regarding safe spacing. Appropriate duty rota and levels of supervision are in place without breaking social distancing rules. | Y | <ul style="list-style-type: none"> Ensure timetables separate breaks and lunches On-going monitoring of each of these areas/ situations | |
| Children who have additional needs or an EHCP which prevent physical distancing from adults | | <ul style="list-style-type: none"> Risk assessments in place for all children and staff where 1:1 support is given Limit the number of adults working with the child where possible Children will be allocated a place in class that allows the adult with them to have space from other children The adult will remain working with the individual whilst socially distancing from others in the class | Y | <ul style="list-style-type: none"> | |



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| 1.7 Curriculum organisation | | | | | |
| <p>Planned learning provides children with a nurturing experience, attends to their wellbeing and swiftly allows them to make progress from their starting points this term</p> | | <ul style="list-style-type: none"> • Staff training to clarify curriculum focus and principles: <ul style="list-style-type: none"> - Mental health and wellbeing - Academy values - Respect, Kindness and Honesty - Learning Powers - Core skills with gaps and areas of focus identified through AfL • Subjects and/or year groups have considered: <ul style="list-style-type: none"> - What are the key areas we need to focus on to ensure children are settled and ready to learn? - How does it contribute to pupils' wellbeing, nurture them and provide opportunities for enjoyment of learning? - When and how will you assess where children are currently? - What are the main things you want children to know, do and remember as a result of this part of the curriculum? - How are you going to evaluate the impact of this part of the curriculum? - What training and /or resources may we need to implement the curriculum? - What organisational concerns do you have to consider? • Children's welfare and emotional wellbeing is prioritised in learning to meet their emotional needs • Children are encouraged to talk and share experiences to promote positive mental health upon their return • Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is ready to share (Tapestry) if children have to self isolate, and compliments in-school learning • Regular review of equipment needs for disadvantaged and vulnerable students is undertaken and resources provided • Books can be taken home for marking following quarantine (24/72) • Use of specialist equipment in the curriculum is timetabled to allow cleaning / break in usage to be undertaken • Planned learning includes arrangements to reduce unnecessary close contact, balanced with the emphasis on quality of education • Where there are reductions in curriculum coverage, plans are in place to ensure full coverage by summer term 2021 | Y | <ul style="list-style-type: none"> • Curriculum Statement revised to reflect 'recovery curriculum' • Reading books can be returned to class boxes for changing. Where year group library books are used, books will be returned to boxes and left untouched for a period no shorter than 24 hours (paper) 72 hours (glossy). • Consideration is given to providing equipment and materials to support blended learning and to be available if there is a need for self-isolation or lockdown in the future | |
| <p>Children attending trips out of school to gain a full experience of the curriculum</p> | | <ul style="list-style-type: none"> • All trips have risk assessments – an additional area should be included to risk assess infection control measures • No overnight trips • All trips are with bubble group • All trips are approved by the EVC and Headteacher • Additional volunteer helpers are risk assessed and contacts recorded | Y | <ul style="list-style-type: none"> • Current policy of no outside trips or visits for the Autumn Term | |



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| Monitoring of the Quality of Education | | <ul style="list-style-type: none"> Lesson monitoring to be carried out by the Headteacher only to avoid multiple adults moving between classrooms Only one class to be observed each day Maintain distance between monitoring adult and children in the class Ensure monitoring adult washes / sanitises hands before and after visit | | <ul style="list-style-type: none"> | |
| 1.8 Staff workspaces | | | | | |
| Staff rooms and offices are used in a way that ensures social distancing | | <ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing of adults Staff have been briefed on the use of these rooms and encouraged to minimise their use whenever possible Additional staff areas for breaks have been identified for staff to use if necessary Academy to provide appropriate cleaning products in and around these areas Limit soft furnishing where possible Limit use of hot desks and use of shared equipment – clean before/after use Shared equipment is regularly cleaned eg photocopier Ensure desk spaces are not facing each other whenever possible, and utilise screens where necessary | Y | <ul style="list-style-type: none"> A limited number allowed in staffroom at any one time Staff to clean and clear area after each use On-going monitoring of each of these areas/ situations | |
| 1.9 Managing the academy lifecycle | | | | | |
| Changes made to the Autumn Term and Year calendar because of Covid 19 measures | | <ul style="list-style-type: none"> Academy calendar for the autumn term and year rationalised. Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning of an adapted calendar for this Term and beyond Continue remote meetings where possible and sensible All meetings in school need to be carried out with 2m social distancing Any recruitment processes to be risk assessed and remote interviews carried out if necessary Curriculum and timetable for September 2020 is prepared to take account of changes due to lockdown and COVID-19 restrictions Plans for 2020/21 are done with consideration of a possible COVID-19 continued disruption. Flexibilities prepared for partial closures or local lockdowns | Y | <ul style="list-style-type: none"> Discussions in place with SJA and WHN regarding parent consultations | |



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| Children new to the academy and their orientation | | <ul style="list-style-type: none"> A plan is in place for staff to speak with pupils and their parents about the new stage in their education and resolve any issues. A Transition plan is in place ensuring children achieve connection with their new setting/ class in the Autumn term Regular communications with the parents of new pupils are in place, including letters, newsletters and online updates – use of academy website. Virtual tours/ photobooks/video stories from teachers are further used to assist children in learning about their new environment and the people they will see. | Y | <ul style="list-style-type: none"> New Reception starters now full time, and Tapestry set up. | |
| 1.10 Governance and policy | | | | | |
| Trustees remain fully informed of key decisions | | <ul style="list-style-type: none"> Online meetings are held regularly with trustees following the academy Governance plan and schedule Regular contact with the Chair of Trustees is maintained to share developments across the academy Trustee Board are involved in key decisions on reopening. Trustees are briefed regularly on the latest government guidance and its implications for the academy. Trustees retain the key compliance roles for safeguarding, H&S, Premises Trustees monitor the infection control measures in the academy Trustees continue to monitor budgets receive management accounts and plan budgets | Y | <ul style="list-style-type: none"> Decision to continue with virtual meetings for the current half term | |
| 1.11 Policy review | | | | | |
| Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies to be reviewed in light of full reopening | | <ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing (for adults) and safe spacing (for pupils/students) and COVID-19 and its implications for the academy. A clear behaviour policy supports staff and children with the return of all year groups A revised Curriculum Statement and Vision ensures collective understanding of the priorities, values and focus for the academic year Staff, pupils, parents and governors have been briefed accordingly. | Y | <ul style="list-style-type: none"> Clerk to organise designated staff trustees to review policies Ensure revised policies are shared with all stakeholders | |



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| 1.12 Communication strategy | | | | | |
| Key stakeholders are fully informed about changes to policies and procedures | | <ul style="list-style-type: none"> • Communications strategies for the following groups are in place: • Staff • Pupils • Parents • Trustees • Other partners (eg LAN, KLU, WHN) | Y | • | |
| 1.13 Staff induction and CPD | | | | | |
| Staff training, induction and orientation (September return) | | <ul style="list-style-type: none"> • Staff will engage with a new and updated orientation prior to all children returning. A revised staff guidance is issued to all staff prior to reopening. • Staff well-being remains a priority in supporting staff to return encouraging the use of APL Healthcare when appropriate • Induction and CPD programmes are in operation for all staff prior to reopening, and include: • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management • Dealing with a child with symptoms • First aid • Data protection when communicating with parents and children • Use of PPE only in defined circumstances. | Y | <ul style="list-style-type: none"> • Strong lines of communication to reassure staff • INSET meetings held to ensure staff are up to date with current arrangements • Updates and reminders to be sent out to ensure staff compliance and support | |



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| New staff are not aware of policies and procedures prior to starting at the academy when it reopens | | <ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • Ensure individuals understand how testing tracing and isolating work at the academy and local area • If relevant, individual risk assessment conducted to ensure the member of staff can work in the school-based team • The revised staff guidance is issued to all new staff prior to them starting. • All students and volunteers are treated as new staff and are inducted and supported appropriately | Y | <ul style="list-style-type: none"> • Induction completed | |
| 1.14 Free school meals | | | | | |
| Pupils eligible for free school meals to receive meals in school | | <ul style="list-style-type: none"> • A member of the academy’s administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school | Y | <ul style="list-style-type: none"> • | |
| 1.15 Risk assessments | | | | | |
| Risks are comprehensively assessed in every area of the academy in light of COVID-19 | | <ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the academy reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> - Different areas of the academy - When children enter and leave the academy - During movement around the academy - During break and lunch times - Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used - Risk assessments are reviewed regularly and changes made in practice to suit the circumstances | Y | <ul style="list-style-type: none"> • Full Reopening Plan shared, including safety measures • Risk assessment shared and a copy placed on Sharepoint for all staff • Updates will be added as and when needed | |



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| 1.16 School transport | | | | | |
| Changes to bus, or school transport, schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times | | <ul style="list-style-type: none"> The details of how pupils will travel to and from the academy are known prior to opening with clear government advice shared – walking or travel by car Staff travelling by public transport need to wear face coverings Face coverings need to be removed and disposed of or retained securely on arrival at the academy | Y | <ul style="list-style-type: none"> West Sussex Transport have sent details of the arrangements for the child arriving by taxi Discussion held with parents regarding arrangements and clarifying use of a face mask. | |
| 2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19 | | | | | |
| 2.1 Cleaning | | | | | |
| Cleaning capacity and routines are developed to meet new specifications | | <ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with SeeClear. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Rigorous cleaning provided every day, and also during the day when bubble groups move between spaces and use shared spaces, doors etc. Record sheets are kept to record the time of cleaning of key contact areas e.g. toilets Government guidance is shared with any relevant staff and overseen by the Premises Officer Working hours for cleaning staff are adjusted or additional cleaning duties planned Appropriate protective wear is made available to staff engaged in cleaning duties, where protective wear is ordinarily required, with staff having a good working knowledge of products they are using Handwashing areas are clearly marked with safety guidance for all children and adults Supervision of handwashing with younger children to ensure it is thorough and to guard against infection | Y | <ul style="list-style-type: none"> Cleaners briefed by Premises Officer Increased hours for cleaners if needed Gloves and plastic aprons are available for all staff Premises Officer carrying out on-going monitoring of standards and compliance | |



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| 2.2 Hygiene and handwashing | | | | | |
| Soap and hand sanitiser | | <ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the academy reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Hand sanitiser and hand washing facilities are available at key entry and exit points. | Y | <ul style="list-style-type: none"> Bursar to monitor soap and handwash supplies. Premises Office to ensure sufficient handwash and sanitiser is available for dispensers. | |
| Handwashing | | <ul style="list-style-type: none"> Staff training includes the need to show pupils how to wash their hands, and remind them of the need to wash their hands regularly and frequently. Posters reinforce the need to wash hands regularly and frequently. Academy leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. Time provided when children enter and leave the academy for them to handwash. Handwashing required regularly but particularly on arrival and departure and break and lunch times and every time a child, or group of children change rooms | Y | <ul style="list-style-type: none"> Embed good routines for children including washing hands prior to using computers Ensure that good 'habits' of hygiene are maintained over time | |
| 2.3 Clothing/fabric | | | | | |
| Appropriate uniform is required with guidance on washing and hygiene made available | | <ul style="list-style-type: none"> Policies are agreed prior to the academy opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. Children and staff are encouraged to wash clothes on arriving home, or on a regular basis throughout the week, and follow good hygiene practices Expectations and guidance on washing clothes regularly are communicated to parents. | Y | <ul style="list-style-type: none"> | |
| Fabric chairs | | <ul style="list-style-type: none"> Take fabric chairs out of use where possible. Where that is not possible then ensure chairs are limited to single person use. | Y | <ul style="list-style-type: none"> | |



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| 2.4 Testing and managing symptoms | | | | | |
| Testing to help manage staffing levels and support staff wellbeing | | <ul style="list-style-type: none"> Guidance on getting tested has been shared with staff using government and PHE latest information. The guidance explained to staff as part of the induction process If there is a case in the academy in the bubble the staff in that bubble will be required to get tested. Monitoring and records will need to be kept of all those who have contact with a bubble, including outside visitors e.g. supply or therapy teachers Teachers and wider school staff are able to be tested whenever they wish, with or without symptoms Academy guidance is followed and the APL Healthcare package is actively used by staff to support mental well-being | Y | <ul style="list-style-type: none"> Share as part of orientation Have copies of guidance available for parents and staff Testing Kits received and being stored in the office for emergency use Application for further tests made | |
| Infection transmission within the academy or in the wider school community | | <ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. Procedures are in place to deal with any pupil or staff displaying symptoms at the academy – a safe place is identified to quarantine a child whilst waiting to be collected Appropriate PPE is available for any staff member having to support a child showing symptoms whilst waiting for collection Testing protocol is known by staff and child's parents – this should be done as soon as possible with academy immediately notified of outcome Contact with Public Health England should be made following any positive results Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the mitigating actions to take for clinically vulnerable and clinically extremely vulnerable groups A record of any COVID-19 symptoms in staff or pupils is reported to the Board of Trustees | Y | <ul style="list-style-type: none"> | |
| Staff, pupils and parents are aware of the academy's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | | <ul style="list-style-type: none"> Staff, pupils and 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. This guidance has been explained to staff as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y | <ul style="list-style-type: none"> Copy of procedures kept at Reception for anyone who may need it | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
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| 2.5 First Aid/Designated Safeguarding Leads | | | | | |
| Arrangements for safeguarding children, including provision of First Aid, prevent harm to children | | <ul style="list-style-type: none"> • There is a fully trained Designated Safeguarding Lead onsite or in contact with the academy at all times during the school day • DSL qualifications remain valid until guidance allows for training to resume • Where this is not possible, the safeguarding trustee is notified • All staff know the arrangements for DSL cover every day • The policy and procedures for Child Protection during the COVID-19 outbreak is made known to staff and followed, particularly in relation to peer-on-peer abuse, online safety, and arrangements for DBS checks, • Attendance of vulnerable children is monitored and relevant agencies informed of non-attendance • Visitor management arrangements are followed according to the Child Protection and Safeguarding Policy with clear records of bubble contact kept • First Aid arrangements take account of the need for staffing bubbles/groups to remain consistent • All staff know the specific guidance for treating children with symptoms of coronavirus • First Aid certificates extended for three months where needed • A programme for training additional staff if needed is in place, including online learning • Paediatric First aiders are available in the academy at all times • Sufficient staff with relevant First Aid qualifications will be on site at all times | <p>Y</p> | <ul style="list-style-type: none"> • | |
| 2.6 Medical rooms | | | | | |
| Medical rooms | | <ul style="list-style-type: none"> • Provisions are in place for office to be used as a medical room for non-COVID related incidents • PPE in office for staff members dealing with first aid or medical incidents • HT or DHT offices designated for pupils with suspected COVID-19 whilst collection is arranged. • PPE for DHT /HT while supervising a pupil with suspected COVID-19 • Procedures are in place for DHT / HT office to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | <p>Y</p> | <ul style="list-style-type: none"> • | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--------------------|--|------------------------------|
| 2.7 Communication with parents | | | | | |
| Parents and carers are fully informed of the requirements for the reopening of the academy | | <ul style="list-style-type: none"> Headteacher letter sent to confirm academy opening in September Detailed letter provided for each year group As part of the overall communications strategy, parents are kept up to date with information, guidance and the academy's expectations on a weekly basis using Parentmail, Tapestry, Twitter, and Facebook. A COVID-19 section on the academy website is created and updated. Arrangements for social distancing are communicated clearly with parents so they understand the difference between 'bubbles/family groups' and the wider academy community Ongoing communication continues to educate parents on the pandemic whilst also reassuring them of the measures being taken in the academy | Y | <ul style="list-style-type: none"> Liaise with West Horsham heads to develop home / academy agreement resulting in some consistency across the locality Continue adding the necessary information as it arrives from Public Health | |
| Parents and carers - their responsibilities should a child show symptoms of COVID-19 | | <ul style="list-style-type: none"> Key messages 'of stay at home' if you have symptoms in line with government guidance are reinforced on a regular basis via Parentmail and the Academy's website. Parents told not to send children to the academy if they were feeling unwell or if they have a temperature or a cough | Y | <ul style="list-style-type: none"> Add to Headteacher newsletter and continue with regular reminders on future correspondence | |
| 2.8 Personal Protective Equipment (PPE) | | | | | |
| Provision of PPE for staff where required is in line with government guidelines | | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. PPE is only worn if the intimate care of a child had previously required PPE – this can then be maintained PPE should be worn if a child has symptoms and needs personal care and the carer cannot stay more than 2m away from the child. Pupils and staff should not wear face coverings. If parents want them to be worn to the academy they should be taken off in the academy Staff should not wear face coverings. Staff are reminded that wearing of gloves is not a substitute for good hand washing. Gloves may be worn for cleaning | Y | <ul style="list-style-type: none"> Information shared with staff Sufficient PPE kept in stock Further PPE supplies received from the government | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|--------------------|---|------------------------------|
| 3. Maximising social distancing measures | | | | | |
| 3.1 Pupil behaviour | | | | | |
| Pupils' behaviour on return to the academy to comply with safe space guidance | | <ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for safe spacing is reinforced throughout the academy day by staff through age-appropriate methods such as stories and games. • Routines and expectations are explicitly taught and positively reinforced • Staff model social distancing where possible. • The movement of pupils around the academy is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support bubbles not mixing as much as possible, and are closely supervised. • The academy's behaviour policy has been revised and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are issues over safe spacing movement of bubbles and arrangements are reviewed. • Messages to parents recognise the importance of safe spacing, while balancing this against what is achievable. • Arrangements for safe spacing of pupils have been agreed and staff are clear on expectations. | Y | <ul style="list-style-type: none"> • Time given to repeating the messages around staying safe • Behaviour policy revised and shared with academy community • SLT onsite to monitor and evaluate the systems in place • On-going monitoring of children's compliance and behaviour | |
| 3.2 Break times | | | | | |
| Pupils may not observe social distancing at break times across bubbles | | <ul style="list-style-type: none"> • Choices of games form part of a discussion with children prior to breaktimes and they are taught new games • Children are encouraged to develop new games with minimal physical contact • External areas are designated/zoned for different bubbles. • Pupils are reminded about safe spacing with their bubbles as break times begin. • Bubble staff should supervise break times where possible and be given a break at another time where needed • If staff supervise from outside the bubble, 2m social distancing will be employed • Pupils wash their hands before they come back into the classroom • Any entrance and exit spaces used by others are cleaned before another group uses the door including handrails on stairs | Y | <ul style="list-style-type: none"> • | |



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| 3.3 Lunch times | | | | | |
| Lunchtimes | | <ul style="list-style-type: none"> Pupils wash their hands before and after eating. Pupils eat in their classrooms Markings are used to manage queues and enable safe spacing. Additional arrangements are in place, such as staggering lunch times, delivering lunches to wings, pupils eating in classrooms or other spaces. Eating areas are cleaned after lunch | Y | <ul style="list-style-type: none"> Children eating in class Tables wiped down following lunch Play is away from any other bubble on site Wet play/ lunch will be in class Lunch times revised to ensure better staffing and adequate staff breaks | |
| 3.4 Toilets | | | | | |
| Queues for toilets and handwashing (pupils) | | <ul style="list-style-type: none"> Queuing systems for toilets and hand washing have been established and are monitored. Markings are in place to enable safe spacing for pupils/students. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets, particularly high touch areas, are cleaned frequently with record sheets in place to note times. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly throughout the day. Children are reminded regularly on how to wash hands and are supervised in doing so. | Y | <ul style="list-style-type: none"> Rules around toilet use are shared with children TAs know to wipe high touch areas through the day Bins emptied at lunch Will need monitoring – cleaning register to be added to wall in toilets | |
| 3.5 Medical Rooms | | | | | |
| Use during the academy day | | <ul style="list-style-type: none"> Safe spacing provisions are in place for medical rooms – PPE in place where is not possible Rooms have window/ventilation Additional room (Isolation Room) is designated for pupils with suspected COVID-19 whilst collection is arranged. PHE procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | Y | <ul style="list-style-type: none"> | |



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| 3.6 Reception area | | | | | |
| Manage groups of people who gather in reception (parents, visitors, deliveries) | | <ul style="list-style-type: none"> • Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Strict visitor management procedures are in place to ensure anyone entering the building to meet / work with staff or children has left contact details, time of arrival and departure with a record of those they have had contact with during their visit • Adults are discouraged from coming on site unless by appointment • Social distancing guidance is clearly displayed to protect reception staff (e.g. one in, one out rule) • Protective screen provided in reception space. • Non-essential deliveries and visitors to the academy are minimised – outside drop off points wherever possible. • Communicate with suppliers to advise of safe drop-off points and timings for deliveries • Arrangements are in place for segregation of visitors where necessary | Y | <ul style="list-style-type: none"> • Adults not invited in without appointment • Any exceptional cases will be risk assessed prior to entry • Ensure all visitors sign in for track and trace purposes • New Track and Trace forms introduced for visitors who are not attending regularly or whose contact details we do not have e.g. plumber | |
| 3.7 Staff Areas | | | | | |
| Staff rooms and offices | | <ul style="list-style-type: none"> • Reconfiguration of staff rooms and offices has been undertaken prior to the academy opening to allow for social distancing between staff. • The use of staff rooms by large groups will be discouraged | Y | <ul style="list-style-type: none"> • Remains the same, but with clear guidance to maintain social distancing | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
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| 4. Continuing enhanced protection for pupils and staff with underlying health conditions and with protected characteristics as defined in the Equality Act 2010 who are impacted by COVID-19 (particularly ethnic minorities and pregnant and older workers) | | | | | |
| 4.1 Pupils with underlying health issues | | | | | |
| Pupils with underlying health issues or those who are shielding are risk assessed and supported appropriately | | <ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. A risk assessment is conducted to ensure that risks can be mitigated if the child attends the academy Parents have been asked to make the academy aware of pupils' underlying health conditions and the academy has sought to ensure that the appropriate guidance has been acted upon. The academy, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. The academy has a regularly updated register of pupils with underlying health conditions. | Y | <ul style="list-style-type: none"> Delayed starts or part time timetables in use where deemed necessary Children with injuries, such as breaks or fractures, have pre-arranged drop of and pick up arrangements | |
| 4.2 Staff with underlying health issues | | | | | |
| Staff with underlying health issues or those who are shielding | | <ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have made their condition or circumstances known to the academy. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff with underlying health conditions that put them at increased risk from COVID-19 will have completed a personal risk assessment. Current government guidance is being applied. | Y | <ul style="list-style-type: none"> | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
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| 4.3 Equality Impact | | | | | |
| Ensure protected groups are not inadvertently disadvantaged or discriminated against due to changes made in response to Covid-19 | | <ul style="list-style-type: none"> Consideration of the equality impact when changing the use of rooms, or removing use of rooms Ensure staff and parents have a voice to raise issues or concerns in regard to an inadvertent equality impact Leaders and managers understand the disproportionate impact on some groups and have the knowledge and skills to be supportive and empathic to differing needs | Y | <ul style="list-style-type: none"> Considerations of the equality impact should be embedded within discussions on all aspects of this Risk Assessment | |
| Ethnic minorities are disproportionately affected by COVID-19 | | <ul style="list-style-type: none"> Engage with BAME staff, parents/carers and students, as appropriate in decisions that will directly affect them Determine the need to address concerns for BAME group | Y | <ul style="list-style-type: none"> | |
| Pregnant workers | | <ul style="list-style-type: none"> In addition to the existing procedures, complete a risk assessment for all pregnant workers and new and breastfeeding mothers | | <ul style="list-style-type: none"> To be completed as the need arises | |
| Older workers are disproportionately affected by COVID-19 People in their 60s can be up to 8x more at risk than those in their 40s, and people in their 70s, could be 25x Risk of men becoming seriously ill from Covid-19 is between 1.5 to 2.5 times greater than for women; increasing with age from 40 – 85. | | <ul style="list-style-type: none"> Assess the age profile of staff and determine whether a risk assessment should be carried out, taking in to account additional factors such as gender and ethnicity which may create a higher risk to mitigate against | Y | <ul style="list-style-type: none"> | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|--------------------|---|------------------------------|
| 5. Enhancing mental health support for pupils and staff | | | | | |
| 5.1 Mental health concerns – pupils | | | | | |
| Pupils' mental health affected during the period that the academy has been closed and by the COVID-19 crisis in general | | <ul style="list-style-type: none"> • ELSA and Family Link Worker available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE time using age appropriate methods, such as stories. • Resources/websites to support the mental health of pupils are provided. | Y | <ul style="list-style-type: none"> • Mental Health resources for children shared with staff • Family Support Worker to work alongside families identified as needing help | |
| 5.2 Mental health concerns – staff | | | | | |
| The mental health of staff has been adversely affected during the period that the academy has been closed and by the COVID-19 crisis in general | | <ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload, and use APL Healthcare package proactively • Staff briefings and training have included content on wellbeing. • Staff briefings on wellbeing are provided. • Staff have been signposted to useful websites and resources. • All staff aware of APL Healthcare package and encouraged to use it • Regular wellbeing surveys undertaken with staff | Y | <ul style="list-style-type: none"> • Staff are informed of APL Healthcare Package | |
| Working from home, due to periods of self-isolation, can adversely affect mental health | | <ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home due to bubble quarantine should provide remote learning for any pupils in their bubble who need to stay at home, if appropriate | Y | <ul style="list-style-type: none"> • As above | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--------------------|--|------------------------------|
| 5.3 Bereavement support | | | | | |
| Pupils and staff are grieving because of loss of friends or family | | <ul style="list-style-type: none"> The academy has access to staff who can deliver support with bereavement. Support is requested from other organisations when necessary. | Y | <ul style="list-style-type: none"> Family Link Worker to provide additional support for families as needed | |
| 6. Maintaining educational provision for all children | | | | | |
| 6.1 Maintaining provision | | | | | |
| Educational provision must be broad and balanced | | <ul style="list-style-type: none"> Current government guidance is being followed. Children will be assessed to identify support that they need Assessment will inform comprehensive plans on how to assist children with 'missed learning' 'Catch-up' funding will be to support children who are most in need Curriculum should return to normal by Summer 2021 | Y | <ul style="list-style-type: none"> Nuffield Early Language programme being implemented. Training booked for EYFS staff. | |
| Develop safe practices for assessing and providing feedback on students work | | <ul style="list-style-type: none"> Teachers can take children's books home but unnecessary sharing of books should be avoided Staff should follow good hygiene practices by washing hands before and after handling books Washing down surfaces where books have been Books can be quarantined for 24 hours before marking if being taken out of the classroom Feedback and marking during class can be used by bubble staff | Y | <ul style="list-style-type: none"> Discuss during staff meetings | |
| Children using shared equipment in order to access a full and varied curriculum | | <ul style="list-style-type: none"> Wherever possible, children will use their own equipment provided by the academy Shared equipment such as PE and art resources can be shared within their bubble with regular cleaning Equipment that will be used by another bubble must be cleaned frequently and meticulously or rotated to allow them to be out of use and out of reach for 24/48/72 hours | Y | <ul style="list-style-type: none"> | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|--|-------------------------------------|--|--------------------|---|------------------------------|
| Continuity of education provided in case of self-isolation, quarantine or future lockdown | | <ul style="list-style-type: none"> Plans are in place to provide individuals or groups of pupils with high quality material for learning at home in case of closure/non-attendance. There is a clear expectation of what quality in blended learning looks like Quality assurance procedures are in place so leaders know what is being sent home is suitable and feedback is effective Arrangements are in place for families to access material if they don't have access to digital equipment All available resources are used to ensure lack of access to digital devices has limited impact on children's learning Safeguards are in place to ensure staff interaction with pupils and pupil - pupil interaction is as safe as possible. Staffing is adjusted proportionately where onsite and home learning are required alongside each other | Y | <ul style="list-style-type: none"> | |
| 7. Operational issues | | | | | |
| 7.1 Review of fire procedures | | | | | |
| Fire procedures | | <ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> - Social distancing rules during evacuation and at fire assembly points - Possible need for additional fire assembly point(s) to enable social distancing where possible - Staff and pupils have been briefed on any new evacuation procedures | | <ul style="list-style-type: none"> Revised fire evacuation notices displayed across the academy | |
| Fire evacuation drills | | <ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with safe spacing and bubble groups not mixing | | <ul style="list-style-type: none"> Evacuation plans shared with staff and displayed as above Drill planned into first half term | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|-------------------------------------|--|--------------------|--|------------------------------|
| Fire marshals absent due to self-isolation | | <ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly | Y | <ul style="list-style-type: none"> Revise rota as necessary due to staff absence | |
| 7.2 Contractors working on the academy site | | | | | |
| Contractors on-site whilst the academy is in operation | | <ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times Contractors not to enter the academy building unless essential. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction) Ensure that contractors provide their own temporary toilets and washbasins where possible | Y | <ul style="list-style-type: none"> Procedures for contractors revised and finalised Guidance from West Sussex provided to support with managing this | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
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| 8. Finance | | | | | |
| 8.1 Costs of the academy's response to COVID-19 | | | | | |
| The costs of additional measures | | <ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. All additional costs are coded to the COVID-19 cost centre Bids made to cover additional costs during lockdown in the summer term 2020 Other costs need to be met as part of the academy budget Board of Trustees is aware of additional expense Additional COVID-19 related costs are monitored and options for reducing costs over time and as guidance changes are under review. The academy's projected financial position has been shared with trustees. | Y | • | |
| 9. Governance | | | | | |
| 9.1 Oversight of the Board of Trustees | | | | | |
| Trustee oversight during the COVID-19 crisis | | <ul style="list-style-type: none"> The trustee committees and board continue to meet regularly via online platforms. The Board of Trustee agendas are structured to ensure all statutory requirements are discussed and academy leaders are held to account for their implementation. The Headteacher's report to trustees includes content and updates on how the academy is continuing to meet its statutory obligations in addition to covering the academy's response to COVID-19. Regular dialogue with the Chair of Trustees and those trustees with designated responsibilities is in place. Minutes of trustee meetings are reviewed to ensure that they accurately record trustees' oversight and holding leaders to account for areas of statutory responsibility. Trustee designated to review the COVID measures | Y | • Clerk to trustees to organise committee and Board meetings in liaison with trustees for next half term | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--------------------|---|------------------------------|
| 10. Additional site-specific issues and risks | | | | | |
| Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them | | | | | |
| Opening of KLU | | <ul style="list-style-type: none"> Schools guidance currently being used to plan, with consistency of academy approach to bubbles being maintained before and after school wherever possible | Y | <ul style="list-style-type: none"> Arrangements discussed with KLU and agreed KLU reopened for KS1 children, with EYFS children to start in week 2. Ongoing discussions to ensure consistency across academy and KLU | |
| Opening of LAN | | <ul style="list-style-type: none"> Discussion between academy and LAN managers to ensure protocols for staff and families regarding shared premises are clear Agreed timings and policies for parents, staff and children to ensure consistencies with academy procedures | Y | <ul style="list-style-type: none"> Share academy documents with LAN, such as parent and staff handbooks, communications to parents, and risk assessments to ensure consistency LAN reopened for families | |