

# The Dean Trust

## Schools Risk Assessment – Coronavirus (last updated on 23<sup>rd</sup> February 2021)

### IDENTIFYING, EVALUATING AND MANAGING RISKS

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

#### GUIDANCE FOR EVALUATING THE RISK MATRIX:

LEGEND	
<b>I</b>	<b>Impact</b>
<b>P</b>	<b>Probability</b>
<b>I x P</b>	<b>Risk Rating</b>

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

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

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

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

On 22<sup>nd</sup> February 2021, the Prime Minister announced that the Government has set out its plan for the return of all pupils to schools and colleges, as part of the roadmap for leaving lockdown. As part of this 'roadmap', the Prime Minister announced the return to 'face-to-face' education for all schools on Monday 8<sup>th</sup> March 2021.

In order to provide assurance and reassurance to all stakeholders that The Dean Trust has maintained, and will continue to follow, our informed, considered, robust and effective approach to Health, Safety, Wellbeing and Risk Management during these challenging times, the overwhelming majority of our previous Risk Assessment (previously updated on 21<sup>st</sup> January 2021) has been maintained as it remains applicable for this latest transitional period.

Updates to this Risk Assessment reflect the changes to our systems and/or working practices that have been made in light of the Prime Minister's announcement on Monday 22<sup>nd</sup> February 2021 and are also presented within the Department for Education's Schools coronavirus (COVID-19) operational guidance – February 2021.

The changes that reflect the most pertinent changes to our systems and practice have been presented in purple font for ease of reference.

In summary, these changes relate to the following:

All secondary school and college students will take coronavirus (COVID-19) tests as they return to the classroom from Monday 8 March. After an initial programme of 3 tests in school or college, students will be provided with two rapid tests to use each week at home. Secondary school and college staff will also continue to be provided with two tests to use each week at home.

Staff and students in secondary schools and colleges are advised to wear face coverings in all areas, including classrooms, where social distancing cannot be maintained as a temporary extra measure.

Wraparound childcare for primary and secondary pupils will resume where this provision is necessary to support parents to work, attend education and access medical care, and to support pupil's wider education and training.

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

Following the most recent government guidance and direction, and/or Public Health England advice, we revisit our Risk Plan to consider:

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

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

This Risk Plan is built around the [system of controls as advised](#) by Public Health England to minimise risks. They are grouped into 'prevention' and 'response to any infection'.

#### Prevention

- Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- Ensure face coverings are used in recommended circumstances.
- Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- Consider how to minimise contact across the site and maintain social distancing wherever possible.
- Keep occupied spaces well ventilated.

In specific circumstances:

- Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

- Promote and engage with the NHS Test and Trace process.
- Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- Contain any outbreak by following local health protection team advice.

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

In the event of a change in government and Public Health England guidance, due to changes in national and/or local circumstances which means that full opening of our schools cannot go ahead, the Trust will scale back operations in those affected schools to meet these changes.

In the event of a complete local or national lockdown, Dean Trust schools will revert to our remote learning provision, which served us during the initial national lockdown and wider opening periods, only providing on site provision, where it is safe and we have the capacity to do so, for those groups of pupils identified by the government.

Please note that each Trust school has a local Risk Assessment / Opening Plan which is informed by the guidance and expectations presented within this Trust Risk Assessment. Whilst practice in each school may be nuanced to the specific setting, e.g. in relation to site layout and facilities, the level of risk to the health, safety and wellbeing of staff and pupils is not compromised. Each local Risk Assessment / Opening Plan is available via the school's website.

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

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
<b>Health and Safety</b>								
<b>School Sites</b>								
The sites at each Trust School have not been adequately prepared to safely accommodate the planned number of staff and pupils for each phase of pupil admission leading to a full cohort return.	5	3	15	<ul style="list-style-type: none"> <li>➤ Pre-opening site Health &amp; Safety evaluations with the Trust Health &amp; Safety Consultant, Operations Director, Academies Director, Headteacher and Estates Manager.</li> <li>➤ Arrival and departure zones for pupils, parents, visitors and staff encouraging social distancing guidelines.</li> <li>➤ Signage and safety barriers both within and outside school buildings reinforcing behaviour and social distancing expectations.</li> <li>➤ Specified doors can remain open, without creating alternative risks e.g. fire retention zones, to limit the risk of virus transmission through opening and closing doors.</li> <li>➤ Queuing and movement physical indicators e.g. display and floor tape indicating current recommended social distancing including outside classrooms, toilets and for access to catering provision; one-way routes around the school; school entry and exit points; safe distancing recreational areas etc.</li> <li>➤ Installation of physical impervious barriers (e.g. Perspex in reception areas) to reduce contact or transmission of airborne germs/viruses</li> <li>➤ Employ restrictions on numbers using communal areas, e.g. canteens, staffrooms, toilets, corridors, so that social distancing rules are being met. Whilst there are no social distancing expectations for pupils within year group learning bubbles, older pupils and staff are expected to try and maintain a distance where possible.</li> <li>➤ Communal areas are supervised to encourage behaviour expectations.</li> <li>➤ As of 5<sup>th</sup> November, HSE and Government guidance regarding Air-Conditioning, Ventilation and Heating changed. Key points and expectations of Dean Trust Schools are now: <ul style="list-style-type: none"> <li>- 'risk assess' all rooms on site, including the use of an Air Quality with CO2 monitor, to determine those rooms that have sufficient mechanisms to provide fresh air, including mechanical ventilation systems and those that do not. Seek guidance from the Trust H&amp;S Consultant for those that do not.</li> <li>- mechanical ventilation systems (e.g. air-conditioning units): 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>- whilst good fresh air ventilation is key, heating systems can be used to maintain an appropriate temperature for working. Put heating systems on earlier than normal to allow rooms sufficient time to warm-up.</li> </ul> </li> </ul>	5	2	10	Operations Director Academies Director Headteacher Site Manager

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<ul style="list-style-type: none"> <li>- opening windows: higher level windows, in preference to low, to reduce direct draft onto staff and/or pupils. 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.</li> <li>- improve the circulation of outside air and prevent pockets of stagnant air in occupied spaces. This can be done by using ceiling fans or desk fans for example, provided good ventilation is maintained.</li> <li>- open internal doors to assist with creating a throughput of air. If necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> <li>- increase the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>- rearrange furniture where possible to avoid direct drafts</li> <li>➤ Remove furniture in classrooms, where possible, to make expected social distancing more obvious.</li> <li>➤ Source appropriate stocks of soap, sanitiser, wipes and tissues and establish sanitising stations in each classroom, at each entry/exit point to the school and outside toilet areas as a minimum with safe waste disposal.</li> <li>➤ For Science laboratories, CLEAPSS <a href="http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf">http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf</a> states that: <i>Hand sanitiser</i> <i>Remember, the thorough use of soap, water and drying with disposable paper towels remains the preferred method for cleaning hands. In some circumstances this will not be possible and this is where hand sanitisers have a role to play</i> <ul style="list-style-type: none"> <li>• <b>Alcohol based hand gels are a real fire risk in labs and thus must not be used in science labs / lessons.</b></li> <li>• <i>Schools must not make their own gels, as the chemicals schools have or are able to buy are not safe for use on the skin, nor are school labs designed or clean enough to produce cleaning products for the skin.</i></li> <li>• <i>Schools which are dispensing hand sanitiser from large bulk containers to smaller ones, must label the small containers with similar labelling as the bulk container, to ensure the user is aware of any hazards it may present. This should also include any instructions on how to use the hand sanitiser.</i></li> <li>• <i>Schools could consider using skin friendly cleaning wipes, these should be low (&lt;5%) alcohol or zero alcohol-based wipes which claim to kill 99.99% of bacteria and viruses.</i></li> </ul> </li> <li>➤ Source pedal bins with lids for each classroom and sanitising areas. Double-bagging occurs for waste.</li> <li>➤ Schools to follow most recent current government guidance on Personal Protective Equipment for pupils and/or staff.</li> </ul>				

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<p><i>School coronavirus (COVID-19) operational guidance February 2021 states that:</i></p> <p><i>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.</i></p> <p><i>In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</i></p> <p><i>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</i></p> <p><i>We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.</i></p> <p><i>Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</i></p> <p><i>Face visors or shields should not be worn as an alternative to face coverings.</i></p> <p><i>Staff and pupils/students in Dean Trust secondary schools and sixth-form are expected to wear face coverings in all areas, including classrooms, where social distancing cannot be maintained as a temporary extra measure.</i></p> <p><i>Staff in Dean Trust Primary schools are permitted to wear face masks whilst in school, including classrooms, where social distancing cannot be maintained as a temporary extra measure.</i></p> <p><i>Following a risk-assessment and consideration of individual health and wellbeing circumstances, the Headteacher may determine that there are exceptions to this expectation. For exempt pupils, they will be given a specific pass and/or coloured lanyard</i></p>				

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<p>that is instantly recognisable to staff to mitigate the chance of that pupil being repeatedly requested to wear a face mask.</p> <ul style="list-style-type: none"> <li>➤ Face coverings should not be worn by pupils within Primary schools, unless in exceptional circumstances where a Risk Assessment determines that it would be appropriate for the pupil to do so.</li> <li>➤ There is no expectation for staff and pupils to wear face coverings when sat down to eat and/or drink during break and lunchtimes, nor is there an expectation for them to wear face coverings whilst outside during break or lunchtime.</li> <li>➤ Share the simple World Health Organisation video 'How to wear a fabric mask safely' with staff, parents, carers and pupils <a href="https://www.youtube.com/watch?time_continue=27&amp;v=9Tv2BVN_WTk&amp;feature=emb_log_o">https://www.youtube.com/watch?time_continue=27&amp;v=9Tv2BVN_WTk&amp;feature=emb_log_o</a></li> <li>➤ Robust Health &amp; Safety checks on all services, utilities and equipment. This will include: checks of hot and cold-water systems. For cold water: tanks; sinks; basins; showers; drinking water outlets (taps and fountains). Systems should not be 'drained down' and there should be increased flushing and temperature monitoring to maintain water quality. For hot water services: calorifiers; direct-fired water heaters; sinks; basins; showers. Water temperatures must be kept within recommended limits for the control of legionella bacteria in water systems. <a href="https://www.hse.gov.uk/pubns/books/hsg274.htm">https://www.hse.gov.uk/pubns/books/hsg274.htm</a></li> <li>➤ Gas supplies that are not in use should be isolated. Kitchen equipment that holds water e.g. dishwashers and combination ovens should be run through at least one full cleaning cycle each week. 'Deep-cleaning' immediately prior to opening and SLAs with cleaning contractors that incorporate more regular cleaning practices to minimise risk of contaminated services. (including reception areas, classrooms, offices, first-aid room, communal areas, toilets, kitchens etc.)</li> <li>➤ Cleaning routines include the cleaning of 'frequent touch points' e.g. handrails, door handles, vehicle door handles (inside and outside), shared equipment etc. Cleaning contractors are able to specify the frequency and level of cleaning and by whom.</li> <li>➤ Each classroom has gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment or furniture. Pupil encouraged to take responsibility for sanitising where they have coughed/sneezed. Where a pupil is unable to do so, the teacher organises for the equipment or furniture to be sanitised.</li> <li>➤ Use signage that clearly indicates which areas have been cleaned and are 'ready to use' and which areas have been used and require cleaning before use by anyone or any group outside of the 'learning bubble'.</li> <li>➤ Site-managers and cleaning contractors use cleaning products, recommended by the Trust Health &amp; Safety Consultant.</li> </ul>				

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<ul style="list-style-type: none"> <li>➤ Minimise the use of 'shared resources', e.g. toys, Lego, plastic geometric shapes etc. and have strict washing regimes where shared resources are being used. For shared resources, e.g. PE equipment, Science lab equipment, IT equipment is, where possible, is assigned for use by specific learning bubbles. If this is not manageable then equipment must be appropriately cleaned and sanitised prior to use by another learning bubble.</li> <li>➤ Catering and cleaning teams endeavour to be fully staffed, versed in safe working practices and understand new school systems and practices that will affect their way of working and provision.</li> <li>➤ Contractors and suppliers to the school are able to fulfil their duties as normal, are following safe working practices and are equipped to be flexible to changes in government direction and circumstances.</li> <li>➤ Review, amend where necessary and practice Fire/Emergency Evacuation and Lockdown procedures. Increase the use of online meeting facilities, even for people working in the same building, to reduce the number of people moving around the building and meeting in confined spaces</li> <li>➤ Where schools have lifts, and they have to be used, inform staff and pupils that only one person at a time should use them. Where a pupil is required to use a lift because of SEND, then any supporting member of staff should be provided with PPE to use when accompanying a pupil in a lift.</li> <li>➤ No PE/fixtures and offsite activities should be arranged. In the event that school transport must be used, where possible: only transport pupils from the same learning bubble; social distancing in place; seating plans used; encouraging safe behaviours; good ventilation; and employ sanitisation routines for embarking and disembarking using sanitisers with at least 60% alcohol content. Deep cleaning of vehicles must take place after each use.</li> <li>➤ Leaders must display a QR Code for any activities or provision in their school site where members of the public take part or make use of premises for hospitality, leisure or close contact services.</li> </ul> <p>As a result: Everything that is reasonably practical to do has been done to prepare the site for the safe transition back to school for staff, pupils and visitors.</p>				

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
The management of visitors to the school is not controlled effectively, increasing the risk of a staff member or pupil contracting coronavirus (COVID-19)	5	3	15	<ul style="list-style-type: none"> <li>➤ Pre-opening site Health &amp; Safety evaluations with the Trust Health &amp; Safety Consultant, Operations Director, Academies Director, Headteacher and Estates Manager.</li> <li>➤ Arrival and departure zones for pupils, parents, visitors and staff encouraging social distancing guidelines.</li> <li>➤ Signage and safety barriers both within and outside school buildings reinforcing behaviour and social distancing expectations.</li> <li>➤ Where possible, install physical impervious barriers (e.g. Perspex in reception areas) to reduce contact or transmission of airborne germs/viruses</li> <li>➤ Parents actively discouraged to come on site and actively encouraged to make communication with the school via telephone or email.</li> <li>➤ Any parent, carer and or visitor that must attend site must wear a face covering when on site, particularly for schools that are in a local restriction/lockdown area or when social distancing cannot be maintained.</li> <li>➤ All rooms in use will be kept well ventilated. See 'School Sites' Risk Description on pages 6 and 7 for Risk Controls.</li> <li>➤ Sanitisation stations at all visitor entrances.</li> <li>➤ Cleaning routines include the cleaning of 'frequent touch points' e.g. handrails, door handles, vehicle door handles (inside and outside), shared equipment etc. Cleaning contractors are able to specify the frequency and level of cleaning and by whom.</li> <li>➤ Sharing of Risk Assessment Plans between Dean Trust Schools and those contractors who are working with each school.</li> <li>➤ Standards, routines and behaviour expectations made explicitly clear by The Dean Trust to all contractors working on site or providing services to each school.</li> <li>➤ Assurances from contractors that they will not permit any worker to come on any school site if they are ill, particularly if they are displaying COVID-19 symptoms.</li> <li>➤ Assurances from contractors that they will report to the CFO, Headteacher and/or Site Manager if any contracted worker is tested positive for coronavirus (COVID-19).</li> <li>➤ Assurance from contractors that they will share their Risk Plans, not only with The Dean Trust and/or individual Dean Trust schools that they are contracted too, but will also share with the unions that represent their workers.</li> <li>➤ Peripatetic teachers – during periods of full opening, schools can engage peripatetic teachers, including staff from music education hubs. Peripatetic teachers can move between schools but schools should consider how to minimise the number of visitors where possible. Peripatetic teachers will be expected to comply with arrangements for managing and minimising risk. To minimise the numbers of temporary staff entering the premises, and secure best value, schools could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.</li> </ul>	5	2	10	<p>Operations Director</p> <p>Academies Director</p> <p>H&amp;S Consultant</p> <p>Headteacher</p> <p>Site Manager</p> <p>Chief Finance Officer</p>

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				As a result: Visitors to school sites will be limited to only essential activity e.g. to support the safeguarding of pupils, delivery of essential goods and services.				
The layout of the site, rooming capacity and/or staff availability will not allow for each year group 'learning bubble' to function as a separate entity that will work remotely and with no use of shared space or resources from another year group.	4	4	16	<ul style="list-style-type: none"> <li>➤ Follow government advice with regards to planning for Year group 'learning bubbles'. For Primary schools, class group 'learning bubbles'.</li> <li>➤ Where the layout of the site allows, allocate a specific area of the school i.e. suite of classrooms to a particular year group recognising that this may not be exclusively possible due to the requirement of specialist rooms and resources for those subjects that have a practical element e.g. Science, PE, Technology, Art, Drama, Music, Computing, Business.</li> <li>➤ For non-practical subjects, 'block and room' the teaching of those subjects in a manner to prevent/minimise the need for those pupils to move.</li> <li>➤ Whilst pupils will belong to a 'Year Group learning bubble' in secondary schools (and class group bubbles in Primary schools), group pupils by ability within that year group, with a fixed classroom to, as far as possible, minimise their movement around the school. Where timetabling and grouping will allow, create non-practical subject and practical subject blocks so that each year group is able to access as much of the full curriculum as possible, whilst maintain cleaning regimes and social distancing rules.</li> <li>➤ Where timetabling and resource allocation does not allow for the delivery of the full curriculum, remote learning provision for pupils is high-quality within that/those affected subject areas. Pupil/Student engagement with online learning and the quality of work produced by pupils/students will be monitored. Pupils/students who are disengaged from remote learning and/or not producing work that reflects their capabilities and personal circumstances will be supported and challenged to do so, as far as this is logistically possible.</li> <li>➤ Where the site allows, create separate arrival and departure zones for each of the 'year group learning bubbles' so that safe arrival and departure, including following social distancing guidelines, can be assured. Where the site doesn't allow for the creation of separate arrival and departure zones, stagger arrival and departure times.</li> <li>➤ Where possible, stagger break and lunchtimes so that the opportunity for cross 'year group learning bubble' interaction and contamination is minimised. This will also minimise the risk of communal areas for both pupils and staff to exceed the safe number of people, in addition to allowing cleaning to take place of those areas between use.</li> <li>➤ Space out resources, tables, chairs etc within communal areas and display 'maximum occupancy numbers' so that social distancing rules can be met.</li> </ul>	4	3	12	Headteacher

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

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
putting their staff, our pupils and staff at risk of infection.				As a result: there is consistency in understanding of procedures, behavioural expectations and practice to, as far as possible, maintain a safe working and learning provision for all staff and pupils.				
<b>Finance and Regulations</b>								
Additional cost pressures due to lockdown have put our schools' finances at risk	4	3	12	<ul style="list-style-type: none"> <li>➤ Budget forecasts updated incorporating impact of additional costs and/or lost revenue streams.</li> <li>➤ Assessment as to whether schools in the Trust are eligible for financial support from ESFA e.g. for exceptional cost incurred.</li> <li>➤ Assessment on impact on reserves and review reserves policy if appropriate.</li> <li>➤ Assessment of impact on three-year financial strategy.</li> <li>➤ Review all finance related policies and procedures to determine whether any fixed-term amendments need to be made.</li> </ul> <p>As a result: All Trust schools are financially secure.</p>	4	2	8	Chief Finance Officer
The Trust is not DfE and ESFA compliant.	4	3	12	<ul style="list-style-type: none"> <li>➤ Reference and follow the ESFAs Chief Education and Accounting Officer direction and requirements regarding financial governance and audit returns.</li> <li>➤ Internal scrutiny.</li> <li>➤ External audit.</li> <li>➤ Meet reviewed statutory timescales for reporting.</li> </ul> <p>As a result: The Trust remains compliant.</p>	4	2	8	CEO Chief Finance Officer
<b>Human Resources</b>								
The Members, Trustees, Governors and Staff have not been adequately	5	3	15	<ul style="list-style-type: none"> <li>➤ CEO to consult with all Members, Trustees, Governors, Trade Unions and Staff regarding this Trust Risk Assessment Plan.</li> <li>➤ CEO updates on government direction and Trust developments, practice and impact.</li> <li>➤ Members, Trustees, Governors and Staff meeting schedules to continue as normal subject to social distancing guidelines using remote learning platforms and physical distancing in well ventilated areas for those present in the same space.</li> </ul>	5	2	10	CEO  Academies Director / Headteacher

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
prepared to understand risk management, and adapted systems, structures, practices and expected behaviours for each phase of pupil admission leading to a full cohort return.				<ul style="list-style-type: none"> <li>➤ Review and amend, where necessary, schemes of delegation for a specified period.</li> <li>➤ Headteacher to consult with their associated Executive Team link, Governing Body, Staff Union Reps and staff regarding their local School Risk Plan.</li> <li>➤ Health &amp; Safety Policy, Child Protection and Safeguarding Policy, Attendance Policy, Behaviour Policy, Exclusions Policy all reviewed and updated to reflect changes to government and Public Health guidance and intelligence gleaned from wider opening during coronavirus pandemic.</li> <li>➤ Staff bulletins and 'pre-opening' and 'return to work' staff induction meetings and training conducted by the Headteacher or SLT to develop understanding and compliance of changes to systems and practice for each occasion where schools transition from lockdown to partial and/or full opening.</li> </ul> <p>As a result: All levels of leadership and staff understand risk, the strategies employed to mitigate those risks and their role in implementing the Risk Plan at a level reflective of their role and responsibilities.</p>				CEO/Exec Team  Headteacher
We have not been able to recruit to fill vacancies. As a result, we do not have a full complement of subject specialists and support staff.	3	3	9	<ul style="list-style-type: none"> <li>➤ Recruitment process continues following the most current government guidelines. At the time of writing this involves following strict social distancing guidelines. As a result, interviews are conducted either physically, adhering to strict social distancing guidance, or remotely.</li> <li>➤ Safeguarding and employment checks continue potentially using relaxed processes in accordance with new Government guidance.</li> <li>➤ Cross-Trust collaborative solutions implemented where appropriate.</li> <li>➤ Maintain strong relationships with teaching and other employment agencies.</li> </ul> <p>As a result: Our Trust schools are fully staffed with specialist teachers and support staff.</p>	3	2	6	Trust Group HR Manager  School HR Assistants  Headteacher  Governing Body
We do not have enough staff fit enough to open the	4	3	12	<ul style="list-style-type: none"> <li>➤ Staff audit to determine the numbers who are not able to physically return to work e.g. due to shielding, self-isolation, showing COVID-19 symptoms or where a Risk Assessment of their health and/or circumstances has indicated that they should not be working on site.</li> <li>➤ Trust approach to staff with childcare commitments who are otherwise fit for work.</li> </ul>	4	2	8	Trust Group HR Manager

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
school when returning to full opening.				<ul style="list-style-type: none"> <li>➤ Determine staffing requirements to open the school safely for the number of pupils expected.</li> <li>➤ Alternative arrangements for staff and pupils not able to attend school.</li> <li>➤ Normal risk-assessments apply (those applied to an 'exceptional circumstance' which risks the full or partial closure to a school) so that we can fulfil statutory duties to provide a safe environment with an approved staff to pupil ratio.</li> <li>➤ Only open the school for pupils at a level that is proportionate to the number of staff available to work on site so that a safe working environment can be assured. Being cognisant to needing the Headteacher (or Senior Leader with delegated responsibility), availability (on site or remote) of Designated Safeguarding Lead, Estates Manager/Assistant with delegated responsibility, First-Aider, SENDCo (or an alternative staff member who could take on this role, Office Staff Member, Cleaners.</li> </ul> <p>As a result: Schools are able to provide safe supervision within a safe environment for the number of pupils they are accommodating.</p>				Headteacher  Operations / Academies Director with Headteacher
<b>Staff Wellbeing</b>								
There has been no appropriate consideration and subsequent provision planned to support staff mental health, wellbeing and professional development needs to address any personal and	4	3	12	<ul style="list-style-type: none"> <li>➤ To talk openly with staff about the possibility that they may be affected in different ways, consciously and unconsciously by the virus, lockdown and transition back to work, and signpost what to do to raise concerns or who to go to so they can talk things through.</li> <li>➤ To provide forums for staff to ask questions, share anxieties and confirm their roles and responsibilities after this extended period of lockdown. Information will be used within strict HR guidelines on a 'need to know basis'.</li> <li>➤ Staff will continue to be signposted to external agencies that can support them with their mental health and wellbeing, including the consideration of an occupational health referral if personal stress and anxiety issues are identified.</li> <li>➤ On return to full opening, schools facilitate daily 'end of the day' opportunities for staff to be able to share 'what went well', 'what was a challenge' and to present ideas to improve systems and practice.</li> <li>➤ Headteachers to work closely with Staff Voice representatives, including Staff Union Reps, to be informed of staff feeling.</li> <li>➤ Have regular keep in touch meetings/calls with people having to shield, self-isolate and/or working at home to provide support, alleviate concerns and demonstrate their value to the school and Trust. Involve staff in completing risk assessments so they can help identify potential problems and identify solutions.</li> </ul>	4	2	8	Trust Group HR Manager  School HR Assistant  Headteacher

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
professional anxieties and/or challenges.				<ul style="list-style-type: none"> <li>➤ Keep staff updated on what is happening so that they feel involved, informed and reassured.</li> </ul> <p>As a result: staff feel that they are valued and supported and that their personal and professional circumstances and/or opinions have been taken into consideration by their Headteacher.</p>				
A member of staff has informed the school that they cannot return to work.	3	4	12	<ul style="list-style-type: none"> <li>➤ The Trust develops a consistent approach which involves sensitively establishing the reason e.g. <ul style="list-style-type: none"> <li>- They have their own child(ren) of a relevant year group but do not want to send them to school due to a lack of confidence in their school's ability to safeguard their child(ren) at this time and they therefore need to be at home due to childcare.</li> <li>- Because they feel anxious about returning and/or don't feel safe.</li> <li>- Because they have been instructed by their union not to do so.</li> </ul> </li> <li>etc. and referring to a consistent Trust-wide response for each scenario.</li> </ul> <p>This will involve determining whether the reason: has been identified as supported by government health guidance; is the staff member electing not to attend their workplace for an unsupported reason; would put that staff member or someone they cared for at risk in terms of their health and/or wellbeing; and whether alternative arrangements could be made by either that staff member or the school to rectify that situation or accommodate a temporary alternative working arrangement.</p> <ul style="list-style-type: none"> <li>➤ Sharing the school's risk assessment plan strategies to provide reassurance.</li> <li>➤ School leaders work compassionately and cooperatively with staff to reach a resolution which best serves our staff and pupils.</li> </ul> <p>As a result: Staff feel listened to and supported so that they can return to work and/or fulfil duties commensurate of their position at a time agreed with the Headteacher.</p>	3	3	9	Trust Group HR Manager School HR Assistants Headteacher
A member of staff informs the school that they fall within one or more of the following categories:	3	4	12	<ul style="list-style-type: none"> <li>➤ This Risk Assessment Plan for our schools, together with local school Risk Assessment Plans, considerably mitigate risks to all staff, including those who are extremely clinically vulnerable and clinically vulnerable.</li> <li>➤ Determine whether the member of staff falls into the Clinically or Extremely Clinically Vulnerable Group.</li> <li>➤ Clinically Extremely Vulnerable (CEV) staff should not return to work at school sites and should work from home. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This will be reviewed in line with the latest government guidance.</li> <li>➤ Following the accelerated increase of infections leading to a national lockdown from Thursday 5<sup>th</sup> November 2020 and consultation with unions, all staff who are in the third</li> </ul>	3	3	9	Headteacher Trust Group HR Manager School HR Assistant

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
-have a disability -undergoing medical treatment -Black, Asian and Minority Ethnic (BME) background. They believe this puts them in a potentially vulnerable category and have concerns about returning to school.				<p>trimester (week 28) of pregnancy will be informed that they must work from home. <i>This will be reviewed at the end of the Spring term 2021.</i></p> <ul style="list-style-type: none"> <li>➤ Protective measures put in place for staff</li> <li>➤ Risk assessments put in place for all staff who identify themselves as being vulnerable and/or at risk.</li> <li>➤ Determine why the member of staff feels vulnerable about their return.</li> <li>➤ Endeavour to address the needs of the staff member's situation through the Trust and School Risk Assessment.</li> <li>➤ Determine whether a separate risk assessment is needed.</li> <li>➤ Provide additional support (regular catch ups etc.) and/or reasonable work adjustments.</li> <li>➤ Follow Government advice regarding PPE. Refer to page 8 'School Sites' of this Risk Assessment for latest PPE update and Dean Trust expectations for staff and pupils. In addition, PPE is also needed... <ul style="list-style-type: none"> <li><i>where an individual child or young person becomes ill with COVID-19 symptoms while at school, and only if a distance of 2 metres cannot be maintained</i></li> <li>- <i>where a child or young person already has routine intimate care needs that involves the use of PPE. In which case the same PPE should continue to be used.</i></li> </ul> </li> <li>➤ Staff and pupils/students in Dean Trust secondary schools and sixth-form are expected to wear face coverings in all areas, including classrooms, where social distancing cannot be maintained as a temporary extra measure. Staff in Dean Trust Primary schools are permitted to wear face masks whilst in school, including classrooms, where social distancing cannot be maintained as a temporary extra measure.</li> <li>➤ Depending on the results of the risk assessment and after discussion with the member of staff either: <ul style="list-style-type: none"> <li>- Return to work ensuring the appropriate welfare support network (internal and external if applicable) is provided</li> <li>or</li> <li>- Consider whether the school needs to and/or is able to accommodate them working from home at this time.</li> </ul> </li> </ul> <p>As a result: all staff feel assured of the actions that the Trust and their school are taking to keep them as safe as is possible in the workplace.</p>				
Vulnerable staff are exposed to illness.	5	3	15	<ul style="list-style-type: none"> <li>➤ All staff understand the symptoms of COVID-19 and report to Headteacher or member of the leadership team.</li> <li>➤ Anyone in school developing a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), will be:</li> </ul>	5	2	10	Headteacher Trust Group HR Manager

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<p>- sent home to begin isolation (the isolation period includes the day the symptoms started and the next 10 full days)</p> <p>- advised to follow the <i>guidance for households with possible or confirmed coronavirus (COVID-19) infection</i> <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></p> <p>- advised to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)</p> <ul style="list-style-type: none"> <li>➤ A requirement that staff who are ill, and therefore not fit to work, stay at home</li> <li>➤ Risk-assessments made for vulnerable staff with key recommendations for working expectations.</li> <li>➤ Clinically Extremely Vulnerable (CEV) staff should not return to work at school sites and should work from home. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This will be reviewed in line with the latest government guidance.</li> <li>➤ Following the accelerated increase of infections leading to a national lockdown from Thursday 5<sup>th</sup> November 2020 and consultation with unions, all staff who are in the third trimester (week 28) of pregnancy will be informed that they must work from home. This will be reviewed at the end of the Spring first half-term 2021 for the start of the Spring second half-term 2021.</li> <li>➤ Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>➤ Clean hands thoroughly more often than usual</li> <li>➤ Encourage good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>➤ Enhanced cleaning embedded, including cleaning frequently touched surfaces often</li> <li>➤ Minimise contact between individuals and maintain social distancing wherever possible</li> <li>➤ Where necessary, wear appropriate personal protective equipment (PPE), e.g. when working in close proximity to vulnerable pupils or administering first-aid</li> <li>➤ Follow Government advice regarding PPE. Refer to page 8 'School Sites' of this Risk Assessment for latest PPE update and Dean Trust expectations for staff and pupils. In addition, PPE is also needed... <i>where an individual child or young person becomes ill with COVID-19 symptoms while at school, and only if a distance of 2 metres cannot be maintained</i></li> <li>➤ <i>where a child or young person already has routine intimate care needs that involves the use of PPE. In which case the same PPE should continue to be used.</i></li> </ul>				School HR Assistants

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<ul style="list-style-type: none"> <li>➤ Share the simple World Health Organisation video ‘How to wear a fabric mask safely’ with staff, parents, carers and pupils <a href="https://www.youtube.com/watch?time_continue=27&amp;v=9Tv2BVN_WTk&amp;feature=emb_log_o">https://www.youtube.com/watch?time_continue=27&amp;v=9Tv2BVN_WTk&amp;feature=emb_log_o</a></li> <li>➤ Staff and pupils/students in Dean Trust secondary schools and sixth-form are expected to wear face coverings in all areas, including classrooms, where social distancing cannot be maintained as a temporary extra measure.</li> <li>➤ Engage with NHS Test and Trace process</li> <li>➤ Contain any outbreak by following local health protection team advice</li> <li>➤ This Risk Assessment Plan for our schools, together with local school Risk Assessment Plans, considerably mitigate risks to all staff, including those who are extremely clinically vulnerable and clinically vulnerable.</li> <li>➤ Clinically Extremely Vulnerable (CEV) staff should not return to work at school sites and should work from home. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This will be reviewed in line with the latest government guidance.</li> <li>➤ Protective measures put in place for staff</li> <li>➤ Trust secondary schools to engage with on-site mass lateral flow testing in accordance with DfE guidance. In light of the government’s initial announcement on 20<sup>th</sup> January 2021 and further confirmation on 22<sup>nd</sup> February, schools will pause the daily contact testing element which was in place as an alternative to self-isolation for those who came into contact with positive cases in school. Those who are identified as close contacts of positive cases in school must self-isolate for ten days.</li> <li>➤ Where consent has been received, Trust secondary school staff and pupils will move to a home Lateral Flow Device (LFD) testing model from 8<sup>th</sup> March 2021. Home test kits will be made available to all secondary staff on their return. Primary staff will continue to have access to LFD home-testing kits as previously. Secondary pupils will receive home test kits following 3 on-site LFD tests. Testing of secondary school pupils, where consent has been given, will commence as part of a week-long phased return to school for all pupils (prioritising vulnerable children, children of critical workers and year groups 10 to 13, from the 8<sup>th</sup> March 2021. A further two on-site LFD tests will take place with 3 to 5-day intervals between each test.</li> <li>➤ Risk assessments put in place for all staff who identify themselves as being vulnerable and/or at risk.</li> </ul> <p>As a result: vulnerable staff’s exposure to illness is minimised.</p>				



Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<p>return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. (This is because a cough or anosmia can last for several weeks once the infection has gone.) The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should also isolate for 10 days.</p> <ul style="list-style-type: none"> <li>➤ Where a member of staff has been confirmed as testing positive for coronavirus (COVID-19), the school will apply the Trust's Internal Track and Trace system to identify other staff, and pupils, who are at risk due to having been a 'contact' of the member of staff. A 'contact' is defined as anyone who has been within 1 metre for 1 minute or 2 metres for 15 minutes of the positive case. Those contacts will be informed that they must self-isolate for 10 days.</li> <li>➤ Where there is a positive coronavirus (COVID-19) confirmed case, the Headteacher, or SLT with delegated responsibility in the Headteacher's absence, will inform the local health protection team <a href="https://www.gov.uk/health-protection-team">https://www.gov.uk/health-protection-team</a>, the local authority and also their Executive Team link.</li> <li>➤ The Headteacher will inform staff whenever a pupil or staff member goes home with COVID-19 symptoms and whenever a pupil or staff member has tested positive for COVID-19.</li> <li>➤ Site Manager: Advice on rubbish which may have been contaminated and all waste that has been in contact with the staff member – including tissues placed in a plastic bag and tied, then placed in another plastic bag and tied. The bag is marked and stored in a safe place until results are available. If the test results are negative – to be put with normal waste. If positive, follow Public Health England advice. <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>➤ Return to work health meeting' to evaluate whether the staff member is fit for work (physically and emotionally) and presents no risk to themselves or others.</li> </ul> <p>As a result: Staff are fully informed of COVID-19 symptoms and understand reporting and supporting procedures so that risk of transmission is mitigated.</p>				
A member of staff contracts and/or spreads coronavirus due to not washing hands or not washing them adequately	5	3	15	<ul style="list-style-type: none"> <li>➤ Provide water, soap and drying facilities at wash stations. Provide sanitiser and paper towels at sanitising stations.</li> <li>➤ Provide information on how to wash hands properly and display posters.</li> <li>➤ Inform staff, prior to returning in September and regularly informally and formally, e.g. at staff briefings and via email, as to when and where they need to wash their hands.</li> <li>➤ Regular checks of washing and sanitising facilities so that there is an adequate supply of washing/sanitising products</li> </ul>	5	2	10	Headteacher Site Manager

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<ul style="list-style-type: none"> <li>➤ Bins that are for the disposal of paper towels and tissues are flip-top pedal bins.</li> <li>➤ Encourage staff to check their skin for dryness and cracking and tell them to report any problems to the headteacher or school HR Assistant.</li> </ul> <p>As a result: Staff does not contract and/or spread coronavirus due to not washing their hands adequately.</p>				
A member of staff does not report that a member of their household has been confirmed positive for coronavirus	5	2	10	<ul style="list-style-type: none"> <li>➤ All staff understand the symptoms of COVID-19 and importance of reporting cases to the Headteacher or member of the leadership team.</li> <li>➤ Remind staff about the importance of following national guidelines</li> <li>➤ Reissue and remind staff to follow the sickness policy</li> <li>➤ Site Manager to remind contractors to follow guidelines in accordance with Public Health England</li> </ul> <p>As a result: The risk of staff transmitting virus reduced.</p>	5	2	10	Headteacher Trust Group HR Manager
A member of staff is concerned about travelling to work using public transport	4	3	12	<ul style="list-style-type: none"> <li>➤ Encourage staff that are able to walk, cycle or drive to work not to use Public Transport to decrease the demand for those services. This will allow those that need to use public transport to be able to do so whilst exercising social distancing.</li> <li>➤ Listen to the member of staff's concerns, consider alternatives to the use of public transport e.g. cycling, walking or driving and guide the member of staff to the government website <a href="https://extranet.dft.gov.uk/safer-transport-campaign/schools/">https://extranet.dft.gov.uk/safer-transport-campaign/schools/</a></li> </ul> <p>As a result: Members of staff feel assured about travelling to work.</p>	4	2	8	Headteacher Trust Group HR Manager School HR Assistants
<b>Pupil Wellbeing</b>								
There has been no appropriate consideration, and	4	3	12	<ul style="list-style-type: none"> <li>➤ Pastoral teams, including tutors, to conduct pre-return direct contact with parents/carers of vulnerable pupils to ascertain pupils' health, wellbeing, anxieties, family developments (including possible loss of family members), other challenges and/or positive developments (e.g. social or academic progress) since lockdown. Information will be shared on a 'need to know basis' within strict safeguarding guidelines.</li> </ul>	4	2	8	Headteacher

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
subsequent provision, for the mental health of pupils and the possible anxieties that they, and their parents, may have on returning to school.				<ul style="list-style-type: none"> <li>➤ Create a pre-return opportunity for pupils to share their lockdown experience with their tutors. Pupils will be encouraged to share their achievements e.g. related school work, developing a new skill, researching an area of interest, helping around the house or with a sibling etc. They will also be encouraged to ask questions, share any anxieties and highlight what they hope to achieve on their return to school. This 'intelligence' will be used by form tutors and the school on a 'need to know basis' to inform curriculum delivery, pedagogical approach, and social, health and/or wellbeing targeted support and intervention.</li> <li>➤ For Primary School pupils and their parents/carers, when it is appropriate e.g. at times when significant changes have been made to the school environment, a 'Virtual Walk Video' will be produced. This will show the changes to the environment and explain expectations regarding routines and behaviours. This will include arrival routes and routines, signage, sanitising stations, movement expectations, corridor and classroom adaptations, departure routes and routines.</li> <li>➤ Trust approach embedded for the effective use of the COVID-19 Catch-Up Funding and subsidised National Tutoring Programme for schools to support mental health, social needs and bridge learning deficits acquired due to lockdown.</li> </ul> <p>As a result: No pupil has physical, social, emotional or wellbeing barriers to accessing learning and a return to school.</p>				Designated Safeguarding Lead
Disadvantaged pupils, and others who may have subsequently fallen into that category due to parents losing employment / being furloughed, have barriers to access, learning	3	3	9	<ul style="list-style-type: none"> <li>➤ The Trust will endeavour to provide a laptop and fast internet access to every pupil who does not currently have that provision. Priority will be given to disadvantaged pupils, vulnerable pupils, care leavers and pupils with a social worker.</li> <li>➤ All families of Trust pupils will be subscribed to the National Free School Voucher Scheme, Local Authority equivalent or provided with Free School Meal packages from school.</li> <li>➤ All pre-lockdown identified vulnerable pupils are regularly contacted, within a multi-agency approach, to support their safety and wellbeing.</li> <li>➤ Financial support for families who need support with the purchase of new / additional uniform.</li> <li>➤ Provision of food and resource packs to families who are struggling financially.</li> <li>➤ Support for female pupils whose families may be struggling to purchase essential items such as sanitary products.</li> <li>➤ Trust approach embedded for the effective use of the COVID-19 Catch-Up Funding and subsidised National Tutoring Programme for schools to support mental health, social needs and bridge learning deficits acquired due to lockdown.</li> </ul>	3	2	6	Headteacher Designated Safeguarding Lead

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
and/or a safe environment.				As a result: No pupil has physical, social, emotional or wellbeing barriers to accessing learning and a return to school.				
The Parents and Pupils have not been adequately prepared to understand risk management, and adapted systems, structures, practices and expected behaviours for each phase of pupil admission leading to a full cohort return.	4	3	12	<ul style="list-style-type: none"> <li>➤ Risk assessment available on the Trust and Schools websites and parents actively encouraged to read it and have a forum to raise questions.</li> <li>➤ Phased arrival to school and departure from school areas and routines, where appropriate and required, to reduce the risk of pupils and parents not adhering to social distancing recommendations.</li> <li>➤ Parents are asked to encourage their pupils to walk or cycle to school, observing social distancing. Where pupils must use public transport then parents are reminded that their child must wear a face covering whilst on public transport.</li> <li>➤ Parents, carers and pupils informed of the most current PPE guidance. Refer to page 8 'School Sites' of this Risk Assessment. Inform parents, carers and pupils that it is their responsibility for each pupil to have a face covering, a sealable plastic bag to store their face covering when not in use, and understand how to safely put on and remove a face covering. Share the simple World Health Organisation video 'How to wear a fabric mask safely' with staff, parents, carers and pupils <a href="https://www.youtube.com/watch?time_continue=27&amp;v=9Tv2BVN_WTk&amp;feature=emb_log">https://www.youtube.com/watch?time_continue=27&amp;v=9Tv2BVN_WTk&amp;feature=emb_log</a></li> <li>➤ Queuing and movement routines e.g. floor tape indicating recommended social distancing including outside classrooms, toilets and for access to catering provision; one-way routes around the school; school entry and exit points; safe distancing recreational areas etc.</li> <li>➤ Where possible remove furniture to make expected social distancing more obvious.</li> <li>➤ Minimise the sharing of materials and resources and where this must occur then have regular cleaning routines to minimise the risk of virus transmission. Encourage or provide personal pupil stationery and work packs.</li> <li>➤ Sanitising stations in each classroom and at each entry/exit point to the school.</li> <li>➤ Reduced pupil movement by: maximising the number of lessons that fixed-groups will have in the same room; creating 'double lessons' for particular subjects; teachers moving classrooms where possible rather than pupils for different subjects.</li> <li>➤ Reduced pupil movement by 'staggering' arrival, any lesson changeover, break time, lunchtime and departure.</li> </ul>	4	2	8	Academies Director Operations Director Headteacher Site Manager

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<ul style="list-style-type: none"> <li>➤ Encourage parents not to come into school but to limit communications with the school to telephone and electronic communications.</li> <li>➤ Encourage, and where appropriate financially support, parents to purchase additional items of uniform so that pupils can change and wash their clothes regularly.</li> <li>➤ Advise parents on the most up to date current recommendations on Personal Protective Equipment.</li> <li>➤ Advise parents that:               <ul style="list-style-type: none"> <li>- Pupils strongly encouraged to attend unless shielding concerns.</li> <li>- Pupils who live with clinically vulnerable attend as normal.</li> </ul> </li> </ul> <p>As a result: All pupils and all staff working with pupils are adhering to current advice.</p>				
During full or partial opening, some parents/carers are refusing to send their children into school	2	4	8	<ul style="list-style-type: none"> <li>➤ Determine the reason for the parent/carers' decision. (A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus.) Where this is the case, Dean Trust schools will endeavour to provide these pupils with access to remote education.</li> <li>➤ Share the most pertinent sections of this Trust Risk Assessment Plan and/or the local School Risk Assessment Plan to inform the parent(s)/carer(s) of the actions that have been taken to mitigate risk</li> <li>➤ Share the most updated Trust position on the wearing of PPE as outlined on page 8 'School Sites' of this Risk Assessment.</li> <li>➤ Encourage a phased reintroduction where needed</li> <li>➤ Sensitively explain that: the usual rules on school attendance will apply from <b>8<sup>th</sup> March 2021</b>, including that it is the parents' duty to secure that their child attends regularly at school and it is the school's responsibility to record attendance and follow up absence (including the use of fixed penalty notices in line with local authorities' codes of conduct if needed).</li> </ul> <p>As a result: Parents feel assured about sending their children into school.</p>	2	3	6	

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
Siblings at another school report unwell and family are confused as to the appropriate action they should take	4	3	12	<ul style="list-style-type: none"> <li>Schools have the most recent government guidance, and this is distributed throughout the school community</li> <li>Updated advice from Public Health England can be sought and the family informed immediately</li> <li>Communicate with families and reiterate the message of gaining advice from NHS 111</li> </ul> <p>As a result: families are clear and confident about what action to take.</p>	4	2	8	Exec Team Headteacher
The most vulnerable pupils e.g. with high learning and/or social needs do not want to return due to anxiety.	3	3	9	<ul style="list-style-type: none"> <li>Key staff in school, under the direction and supervision of the Designated Safeguarding Lead and SENDCo, work with pupils, and remotely with the family, to listen to concerns, answer questions and alleviate fears.</li> <li>Risk assessments in place. Re-introduction learning and support plans produced in collaboration with the pupil and their parent/carer.</li> <li>DfE Guidance on working with children with SEND and guidance on risk assessment referenced.</li> <li>Promote internal and wider agencies/services to support parents and pupils.</li> <li>Trust approach embedded for the effective use of the COVID-19 Catch-Up Funding and subsidised National Tutoring Programme for schools to support mental health, social needs and bridge learning deficits acquired due to lockdown.</li> </ul> <p>As a result: Vulnerable pupils' anxiety reduced and reach a level of confidence that they can return to school.</p>	3	2	6	Designated Safeguarding Lead SENDCO
Vulnerable pupils are exposed to illness.	5	3	15	<ul style="list-style-type: none"> <li>Anyone in school developing a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), will be: <ul style="list-style-type: none"> <li>- sent home to begin isolation (the isolation period includes the day the symptoms started and the next 10 full days)</li> <li>- advised to follow the <i>guidance for households with possible or confirmed coronavirus (COVID-19) infection</i> <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></li> <li>- advised to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)</li> </ul> </li> <li>The advice for pupils who have been confirmed as Clinically Extremely Vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. Trust schools will provide remote</li> </ul>	5	2	10	Headteacher Designated Safeguarding Lead SENDCO

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<p>education and pastoral support to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19).</p> <ul style="list-style-type: none"> <li>➤ School communicate appropriately with their most vulnerable pupils.</li> <li>➤ Follow current guidance on PPE in education settings as outlined on page 8 'School Sites' of this Risk Assessment.</li> <li>➤ Education Health Care Plans are updated and instruction from GPs followed.</li> <li>➤ Pastoral Team identify the most vulnerable pupils from current medical information.</li> <li>➤ Risk Assessments for individual pupils identified as at greater risk, including users of wheelchairs and other physical aids.</li> <li>➤ All staff understand the symptoms of COVID-19 and report to Headteacher or member of the leadership team should they suspect that a pupil has COVID-19 symptoms.</li> <li>➤ Risk-assessments made for vulnerable pupils.</li> <li>➤ Pupils strongly encouraged to attend unless shielding concerns.</li> <li>➤ All pupils, even those living with clinically vulnerable or extremely clinically vulnerable people are expected to attend school.</li> <li>➤ Protective measures put in place for pupils</li> <li>➤ Those pupils who are identified as close contacts of positive cases in school must self-isolate for ten days as normal government direction.</li> <li>➤ Where consent has been received, Trust secondary school staff and pupils will move to a home Lateral Flow Device (LFD) testing model from 8<sup>th</sup> March 2021. Home test kits will be made available to all secondary staff on their return. Primary staff will continue to have access to LFD home-testing kits as previously. Secondary pupils will receive home test kits following 3 on-site LFD tests. Testing of secondary school pupils, where consent has been given, will commence as part of a week-long phased return to school for all pupils (prioritising vulnerable children, children of critical workers and year groups 10 to 13, from the 8<sup>th</sup> March 2021. A further two on-site LFD tests will take place with 3 to 5-day intervals between each test.</li> </ul> <p>As a result: The risk of contracting coronavirus is reduced.</p>				
Guidelines in place but are not being followed by pupils in school	4	3	12	<ul style="list-style-type: none"> <li>➤ Responsibility of all staff, particularly the leadership team, to be 'Coronavirus Ambassadors' i.e. to actively encourage and 'reward' safe behaviours and practice and challenge and educate unsafe behaviours and practice.</li> <li>➤ Posters and signage around the school as a constant conscious and unconscious reminder of expected behaviours and practice.</li> <li>➤ Sanitising stations in each classroom, at each entry/exit point to the school and outside toilet areas as a minimum with safe waste disposal.</li> </ul>	4	2	8	Headteacher Site Manager

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<ul style="list-style-type: none"> <li>➤ Teachers reiterate expectations, e.g. 'Catch it, Bin it, Kill it' (for coughing and sneezing) and avoiding touching face with unwashed/un-sanitised hands, at the start of each learning session and directly before break and lunchtime.</li> <li>➤ Coronavirus information is on the school website and updates sent to parents/carers via electronic school comms systems.</li> <li>➤ Consult with pupil leadership groups to develop strategies that create greater consistency in safe behaviours and practice.</li> <li>➤ Update behaviour expectations and policies and share with staff, pupils and parents/carers.</li> <li>➤ Plan for year group withdrawal spaces / isolation. If not possible, aim for key stage withdrawal / isolation rooms.</li> <li>➤ Amend Behaviour policies to include a statement of the type "Due to the serious nature of COVID-19, any pupil whose behaviour places the health, safety and welfare of themselves, other pupils and/or staff at risk, will be excluded from school. The length of this exclusion will be dependent on the severity and impact of the behaviour, the remorse and assurances from the pupil that this behaviour will not be repeated and the impact that their return will have on themselves, other pupils and/or staff. During the pupil's period of exclusion, curriculum work will be provided and assessed remotely."</li> </ul> <p>As a result: All pupils and all staff working with pupils are adhering to current advice.</p>				
A pupil contracts and/or spreads coronavirus due to not washing hands or not washing them adequately	5	3	15	<ul style="list-style-type: none"> <li>➤ Provide water, soap and drying facilities at wash stations. Provide sanitiser and paper towels at sanitising stations.</li> <li>➤ Provide information to pupils and parents on how to wash hands properly.</li> <li>➤ Display posters at toilets and wash/sanitising stations showing and explaining how to wash / sanitise hands properly.</li> <li>➤ Inform pupils prior to starting back in September as to when and where they need to wash their hands. Remind them regularly prior to entering the school building each morning and during the school day.</li> <li>➤ Regular checks of washing and sanitising facilities so that there is an adequate supply of washing/sanitising products</li> <li>➤ Bins that are for the disposal of paper towels and tissues are flip-top pedal bins.</li> <li>➤ Encourage pupils to check their skin for dryness and cracking and tell them to report any problems to their tutor, Head of Year, member of the safeguarding team, First-Aider or the school nurse (where the school has one).</li> </ul> <p>As a result: The risk of a pupil contracting and/or spreading coronavirus (COVID-19) is significantly reduced.</p>	5	2	10	Headteacher Site Manager

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
<p>A pupil develops Coronavirus symptoms whilst on-site.</p> <p>A pupil has an accident on-site.</p>	3	3	9	<ul style="list-style-type: none"> <li>➤ All staff understand the symptoms of COVID-19 and report to Headteacher or member of the leadership team</li> <li>➤ All pupils understand most current PPE guidance for schools as outlined on page 8 'School Sites' of this Risk Assessment.</li> <li>➤ minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>➤ Clean hands thoroughly more often than usual</li> <li>➤ Encourage good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</li> <li>➤ Pupils regularly reminded to catch their coughs and sneezes with a tissue or elbow.</li> <li>➤ Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>➤ Minimise contact between individuals and maintain social distancing wherever possible</li> <li>➤ All rooms in use will be kept well ventilated. See 'School Sites' Risk Description on pages 6 and 7 for Risk Controls.</li> <li>➤ Where necessary, wear appropriate personal protective equipment (PPE)</li> <li>➤ First-Aider called and all First- Aiders trained to be able to support this pupil in the first instance.</li> <li>➤ The Head of Year, Pupil Support Manager or nominated adult will contact the pupil's parent/carer to inform them of their child's condition and ask them to come to collect them.</li> </ul> <p>Whilst a pupil has only symptoms, no further action will be taken or information shared with any other parents, pupils or siblings in the school at that point.</p> <p>When the school contacts the parent/carer to inform them that one of their children has symptoms and that they need to collect them from school, the parent/carer will also be informed that they should take their child to be tested for COVID-19. It should be explained to the parent/carer that should their child be tested positive for COVID-19, then it is the parent's/carer's responsibility to:</p> <ol style="list-style-type: none"> <li>a) Inform the school</li> <li>b) Self-isolate the child and that they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a> and must continue to self-isolate the child for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. (This is because a cough or anosmia can last for several weeks once the infection has gone.) The 10-day period starts from the day when the child first became ill.</li> </ol>	3	3	9	Headteacher Site Manager

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<p>If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.</p> <p>c) Self-isolate any other siblings, who attend the same school or otherwise, and other family members who live in the same household for 10 days.</p> <ul style="list-style-type: none"> <li>➤ Where a pupil has been confirmed as testing positive for coronavirus (COVID-19), the school will apply the Trust's Internal Track and Trace system to identify other pupils, and staff, who are at risk due to having been a 'contact' of the pupil. A 'contact' is defined as anyone who has been within 1 metre for 1 minute or 2 metres for 15 minutes of the positive case. Those contacts will be informed that they must self-isolate for 10 days.</li> <li>➤ Where there is a positive coronavirus (COVID-19) confirmed case, the Headteacher, or SLT with delegated responsibility in the Headteacher's absence, will inform the local health protection team <a href="https://www.gov.uk/health-protection-team">https://www.gov.uk/health-protection-team</a>, the local authority and also their Executive Team link.</li> <li>➤ The Headteacher will inform staff whenever a pupil or staff member goes home with COVID-19 symptoms and whenever a pupil or staff member has tested positive for COVID-19.</li> <li>➤ Until the parent/carer of the pupil with coronavirus symptoms arrives, the pupil will be moved to a nominated clean and ventilated safety room (First-Aid room or similar) and a 2 metre+ distance will be maintained from all other staff and pupils.</li> <li>➤ Social distancing may need to be breached in the case of an emergency which requires close proximity assistance or contact. First-aider trained and supplied with PPE (minimum 3-ply mask, apron and gloves) in this circumstance.</li> <li>➤ Deep clean of safety room once evacuated.</li> <li>➤ Site Manager: Advice on rubbish which may have been contaminated and all waste that has been in contact with the pupil – including tissues placed in a plastic bag and tied, then placed in another plastic bag and tied. The bag is marked and stored in a safe place until results are available. If the test results are negative – to be put with normal waste. If positive, follow Public Health England advice.</li> </ul> <p>As a result: The risk of transmitting virus is reduced.</p>				
There has been no appropriate consideration and provision to support	3	3	9	<ul style="list-style-type: none"> <li>➤ Pastoral teams, including tutors, to conduct pre-return direct contact with parents/carers to ascertain pupils' health, wellbeing, anxieties, family developments (including possible loss of family members), other challenges and/or positive developments (e.g. social or academic progress) since lockdown. Information will be shared on a 'need to know basis' within strict safeguarding guidelines.</li> <li>➤ Create a pre-return opportunity for pupils (e.g. letter, essay or PowerPoint Presentation) to share their lockdown experience with their tutors. Pupils will be encouraged to share</li> </ul>	3	2	6	Headteacher Designated Safeguarding Lead

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
pupils to return to formal structures and behaviours following an extended period out of school. This is particularly pertinent to the most vulnerable pupils.				<p>their achievements e.g. related school work, developing a new skill, researching an area of interest, helping around the house or with a sibling etc. They will also be encouraged to ask questions, share any anxieties and highlight what they hope to achieve on their return to school. This 'intelligence' will be used by form tutors and the school on a 'need to know basis' to inform curriculum delivery, pedagogical approach, and social, health and/or wellbeing targeted support and intervention.</p> <p>As a result: Pupils are cooperative, understand and practice safe behaviours. Pupils know that they are valued and that their achievements and anxieties have been listened to.</p>				SENDCO
Continuity in on-site education for pupils is adversely impacted by year groups having to self-isolate.	4	4	16	<p>➤ School 'Track and Trace' which incorporates consideration of seating plans, break and lunchtime friendship bubbles and an understanding of proximity and duration contact (1 metre for 1 minute and between 1 metre and 2 metres for 15 minutes) is embedded. This will allow for a more forensic approach to identifying those at risk from an individual who has tested positively for COVID-19. This is in line with the advice being received from Public Health England.</p> <p><i>For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. From...<a href="https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/contact-tracing.html">https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/contact-tracing.html</a></i></p> <p>Pupils who are identified as close contacts of positive cases in school must self-isolate for ten days.</p> <p>➤ High quality remote education including a blend of posted activities, pre-recorded lessons and live teaching, is available for all pupils needing to self-isolate. Participation is closely monitored and robust systems are embedded to contact and support pupils not engaging daily.</p>	4	3	12	Headteacher

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				As a result: disruption to pupils' school attendance and learning will be minimised as whole year groups will not be required to miss school to self-isolate.				
<b>Curriculum / Teaching &amp; Learning</b>								
The school cannot facilitate the delivery of the full curriculum due to site, staffing and/or government guidance challenges during the transition to the full opening of schools.	3	4	12	<p>Aspiration for all Trust Schools to deliver the full curriculum where possible. All Dean Trust schools have been asked to “<b>where possible</b>” ...</p> <ul style="list-style-type: none"> <li>➤ create ‘year group zones’ within the site to accommodate Year Group Pupil Learning Bubbles. If not possible, aim for key stage zones. Consider, where possible, to zone Key Stage 4 pupils in specialist area classrooms as they will be the key stage that will be accessing these rooms more than at key stage 3. If they are already based in these areas then it will reduce movement time. For Primary schools, create Class Group Learning Bubbles.</li> <li>➤ each Year Group Learning Bubble and Class Group Learning Bubble will be zoned with own breaktime recreational area, lunchtime area, toilets and suite of classrooms. As with Primary schools, KS3 pupils, where possible, will remain in the same classroom for all / significant majority of their lessons. At KS4, where pupils are following examination programmes, more movement is needed so that they can access specialist rooms and resources.</li> <li>➤ minimise the number of learning bubbles that teachers and support staff need to work across.</li> <li>➤ the sharing of resources within year groups is permitted although cleaning / sanitising routines should be embedded after use.</li> <li>➤ pupils should remove any non-uniform clothing and PPE before entering the school site.</li> <li>➤ create different year group entry and exit points to the school site and building (preferably the closest point to the year group’s specific zone). If not possible, aim for key stage entry points.</li> <li>➤ whilst we cannot extend the total time that pupils are in school, consider whether creating a staggered start and end to the day will support your planning.</li> <li>➤ there should be no ‘physical, large-group gathering’ assemblies. Assemblies can be ‘live beamed’ or ‘pre-recorded’ to the year groups suite of classrooms. Support should be sought from IT teams to facilitate this if needed.</li> <li>➤ create different year group break and lunchtime recreational and eating areas. Schools may only provide cold, packed lunches during this period.</li> <li>➤ Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by</li> </ul>	3	4	12	Operations Director Academies Director Headteacher

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<p>different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> <li>➤ In considering what team sports can be offered, those whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework</a></li> <li>➤ There should be no educational visits at this time.</li> <li>➤ Wraparound childcare for primary and secondary pupils will resume where this provision is necessary to support parents to work, attend education and access medical care, and to support pupil's wider education and training.</li> <li>➤ Breakfast and after-school provision - schools should be working to resume all their breakfast and after-school provision. Schools should look to maintain the same bubbles as they have during the school day and follow the same strict safety routines.</li> <li>➤ Peripatetic teachers - schools can engage peripatetic teachers, including staff from music education hubs. Peripatetic teachers can move between schools but schools should consider how to minimise the number of visitors where possible. Peripatetic teachers will be expected to comply with arrangements for managing and minimising risk. To minimise the numbers of temporary staff entering the premises, and secure best value, schools could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.</li> <li>➤ Check, updating where necessary, signage, one-way systems and cleaning/sanitising stations.</li> <li>➤ Stagger arrival, break, lunch and departure times to allow you to meet the expectations and aspirations, where possible, of this guidance.</li> <li>➤ Following research and consultation with unions, guidance for marking was amended on 7<sup>th</sup> December 2020 to: <ul style="list-style-type: none"> <li>- If work/books/assessments (including mock examinations) have been in quarantine for 48 hours then teachers are allowed to take the work home to mark. The work must then be in quarantine for a further 48 hours before returning to pupils.</li> <li>- If work/books/assessments (including mock examinations) have not been in quarantine for 48 hours then teachers should only mark on site with sanitisation processes in place (including the strong recommendation to wear disposable plastic gloves).</li> </ul> </li> </ul>				

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<ul style="list-style-type: none"> <li>➤ As the risk of the virus being spread is higher amongst adults, inform staff that they should maintain social distancing with other adults in school.</li> <li>➤ Consider whether your Safeguarding teams require additional time and capacity to identify and support an increasing number of pupils who may now be vulnerable.</li> <li>➤ Staff are encouraged and provided with ongoing professional development so that the best-practice developed around remote learning is not lost: pupils who are shielding, isolating or have other barriers to access are given remote learning activities that replicate (as far as is possible) what is being delivered in class. You may consider using staff to deliver 'live' or 'recorded' lessons to these pupils.</li> </ul> <p>As a result: All schools will be able to deliver the full curriculum from September 2020.</p>				
There has been no appropriate consideration and planned provision to support pupils with acquired knowledge deficits through loss of learning, in addition to the consideration of those pupils who may have advanced in their learning in particular subject areas, whilst working at home.	3	3	9	<ul style="list-style-type: none"> <li>➤ During lockdown, schools have systems in place to monitor and assess pupil engagement in remote and on-site learning provision. Intervention will be provided to support and/or challenge those pupils who are not engaging and/or producing work which is not reflective of their ability and capability.</li> <li>➤ Pastoral teams, including tutors, to conduct pre-return direct contact with parents/carers to ascertain pupils' health, wellbeing, anxieties, family developments (including possible loss of family members), other challenges and/or positive developments (e.g. social or academic progress) since lockdown. Information will be shared on a 'need to know basis' within strict safeguarding guidelines.</li> <li>➤ Once initial induction to the school has taken place, to re-baseline pupils in terms of knowledge and skill retention in each subject in order to inform teaching and learning provision and intervention. This is particularly pertinent to disadvantaged pupils and vulnerable pupils who were already progressing at a slower pace than their peers prior to lockdown.</li> <li>➤ One-to-one/small group withdrawal academic 'catch-up' sessions for pupils on site.</li> <li>➤ Targeted online support for pupils identified at risk of engagement with online resources.</li> <li>➤ Increased use of secure remote access to 'live' and/or 'pre-recorded' teaching.</li> <li>➤ 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.</li> <li>➤ Trust approach embedded for the effective use of the COVID-19 Catch-Up Funding and subsidised National Tutoring Programme for schools to support mental health, social needs and bridge learning deficits acquired due to lockdown.</li> <li>➤ A Remote Learning Trust Improvement Partnership established to embed consistent high-quality online learning provision for those pupils unable to attend any of our Trust schools due to, for example, illness and/or self-isolation.</li> </ul>	3	2	6	Headteacher

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				As a result: Teachers are able to support pupils and, on return to the full opening of schools, deliver a recovery curriculum to bridge acquired learning deficits whilst being mindful and planning for pupils who have made significant progress in their remote learning and require further challenge.				
Pupils knowledge and skills gaps, acquired during lockdown, have not been accurately identified and appropriate intervention embedded.	4	3	12	<ul style="list-style-type: none"> <li>➤ On return to school following lockdown, evaluation of progress made during lockdown via remote learning.</li> <li>➤ Baseline assessments by all subjects identify knowledge and skills gaps.</li> <li>➤ On return to the full opening of schools, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. Schools should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content to support their progression.</li> <li>➤ If it is appropriate to do so following a return from lockdown, any mock examinations for year 11s, will be managed in a manner to mitigate risk of virus transmission: <ul style="list-style-type: none"> <li>- No mock examination session to be longer than two periods. This replicates the duration of the longest timetabled sessions experienced by staff and pupils during a normal school day.</li> <li>- Only pupils from the same year group learning bubble to be present in the examination space.</li> <li>- Where possible, each pupil is assigned the same seating allocation for all mock examinations i.e. a consistent seating plan which will support the school's 'Track and Trace'. Where this is not possible, an accessible seating plan will be created for each mock examination.</li> <li>- Invigilators are expected to wear face masks and maintain social distancing.</li> <li>- Invigilators distributing and collecting papers wear disposable gloves.</li> <li>- Desks and chairs are sanitised after each examination.</li> <li>- Pupils encouraged to bring all their own stationery. Any equipment that is borrowed by pupils is sanitised before distribution and after collection.</li> <li>- The examination hall is kept ventilated areas i.e. fresh air from open windows and/or open doors.</li> <li>- If mock examinations have been in quarantine for 48 hours then teachers are allowed to take the work home to mark. The work must then be in quarantine for a further 48 hours before returning to pupils.</li> <li>- If mock examinations have not been in quarantine for 48 hours then teachers should only mark on site with sanitisation processes in place (including the strong recommendation to wear disposable plastic gloves).</li> </ul> </li> </ul>	4	2	8	Headteacher

Risk Description	I	P	Risk Rating	Risk Control(s)	I	P	Risk Rating	Lead for Risk Control Activities
				<ul style="list-style-type: none"> <li>➤ COVID-19 Catch-up funding utilised to bridge knowledge and skills gaps for pupils in all year groups.</li> </ul> <p>As a result: As a result, the Trust will have taken reasonable steps to replicate typical exam preparation and conditions through the mock series with the aim of mitigating gaps in pupils knowledge and skills”</p>				
<p>Pupils, whose behaviour is contravening the school’s behaviour policy, cannot be accommodated elsewhere due to social distancing and the fear of ‘bursting’ Year Group Learning Bubbles.</p>				<ul style="list-style-type: none"> <li>➤ Update behaviour expectations and policies and share with staff, pupils and parents/carers.</li> <li>➤ Plan for year group withdrawal spaces / isolation. If not possible, aim for key stage withdrawal / isolation rooms.</li> <li>➤ Amend Behaviour policies to include a statement of the type “Due to the serious nature of COVID-19, any pupil whose behaviour places the health, safety and welfare of themselves, other pupils and/or staff at risk, will be excluded from school. The length of this exclusion will be dependent on the severity and impact of the behaviour, the remorse and assurances from the pupil that this behaviour will not be repeated and the impact that their return will have on themselves, other pupils and/or staff. During the pupil’s period of exclusion, curriculum work will be provided and assessed remotely.”</li> </ul> <p>As a result: pupils who are misbehaving can be withdrawn from their normal classes and can be accommodated elsewhere without increasing the risk of contamination and/or virus transmission.</p>				
<p><b>Useful DfE website links:</b></p> <p>Coronavirus (COVID-19): guidance for schools and other educational settings <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></p> <p>COVID-19: cleaning in non-healthcare settings <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p>								

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<p>How to complete the educational setting status form <a href="https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form">https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form</a></p> <p>School funding: exceptional costs associated with coronavirus (COVID-19) <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools</a></p> <p>What parents and carers need to know about early years providers, schools and colleges <a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a></p> <p>Actions for schools during the coronavirus outbreak <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a></p> <p>Finding your local health protection team <a href="https://www.gov.uk/health-protection-team">https://www.gov.uk/health-protection-team</a></p> <p>Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (various languages) <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p> <p>Providing school meals during the coronavirus (COVID-19) outbreak <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance</a></p> <p>World Health Organisation video 'How to wear a fabric mask safely' with staff, parents, carers and pupils <a href="https://www.youtube.com/watch?time_continue=27&amp;v=9Tv2BVN_WTk&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=27&amp;v=9Tv2BVN_WTk&amp;feature=emb_logo</a></p> <p>Supporting your children's remote education during coronavirus (COVID-19) <a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a></p> <p>Schools coronavirus (COVID-19) operational guidance <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf</a></p>								