

# COVID-19: Operational Risk Assessment for full School Reopening.

**SCHOOL NAME: Oak Lodge School**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
<b>Lynda Walker: Headteacher</b> <b>Ian Kingham: Academy Development Director</b> <b>Ginny D’Odorico: Deputy Headteacher</b> <b>Teresa Ellis: Deputy Headteacher</b> <b>Charlotte Charlesworth: Assistant Headteacher</b> <b>Elham Seyedi-Yazdi: Assistant Headteacher</b> <b>Esther Pearsall: Assistant Headteacher</b> <b>Ann-Marie Dobbin: School Business Manager</b> <b>Brenda Barker: Pastoral Manager and DSL</b> <b>Gayan Fernando: Facilities Manager</b>	<b>21<sup>st</sup> September 2020</b>	<b>1<sup>st</sup> January 2021</b>	Staff, students, parents, visitors, volunteers, contractors

## Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2002 The Health Protection (Notification) Regulations 2010	Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020)	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a>  <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</a>  <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/what-parents-and-carers-need-to-know-about-early-years-providers-">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/what-parents-and-carers-need-to-know-about-early-years-providers-</a>

Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening	<a href="https://www.gov.uk/government/publications/schools-and-colleges-during-the-coronavirus-covid-19-outbreak">schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a>  <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-students-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-students-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a>  <a href="#">Safe working in education, childcare and students's social care settings, including the use of personal protective equipment (PPE)</a>
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## Risk matrix

Impact risk rating:	Probability risk rating:	Overall risk rating:
5. Catastrophic	5. Almost certain to happen	<b>16 or more - red</b>
4. Major – e.g. likely to result in school closure	4. Likely	<b>12 to 15 - amber</b>
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	<b>9 to 11 – amber</b>
2. Minor	2. Unlikely	<b>Below 9 – green</b>
1. Negligible	1. Negligible	<b>Below 9 – green</b>

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are insufficient staff to support all the students to be in school	3	3	9	Know how many staff are available to work as early as possible in the school day	Y	Staff will notify the school by 7:30 am each morning if they are unable to work due to their health status or that of someone in their immediate household. If COVID-related symptoms, staff will be directed to get themselves/family member tested. Follow up emails will be sent by the school to any staff awaiting testing.  Barnet RAG rating and risk assessment will be completed with any staff member who is identified as extremely clinically vulnerable in order to mitigate risks. And staff member with concerns can also complete their own personal risk assessment alongside SLT.  Use of supply staff will be limited, in the event of significant	7
				Audit health status of staff to identify which staff may be at higher risk in the event of a positive case within the school.	Y		
				Based on available staffing and any cover you are able to secure, decide how many students and how many	Y		

				<p>classes can be supported at any one time. Organise home learning (education off- site) for students when not on the premises.</p>		<p>reduction to the class team the SLT will decide whether or not to keep the class open.</p> <p>All teachers will provide content for home learners which will be sent directly to families either by post or email whilst system setup/training takes place. The home learning platform is currently being updated and should be ready for resource upload by the end of September. Training for teachers will take place soon after. Senior leaders are also working to create curriculum content to allow all staff to access resources and learning outcomes directly linked to the term's theme in an effort to help reduce workload for teachers.</p> <p>In the event of form tutors being unable to provide learning for a class who is isolating, heads of department will contact families to direct them to appropriate resources, and teaching assistants in the class group will provide support.</p> <p>Staff are allocated to class groups and stay with their class throughout the school day wherever possible. If staff have to be moved, SLT will try to ensure that they remain in their department so they are not crossing between 'building bubbles'. TAs may be used flexibly to support elsewhere within the department 'bubble' or may continue to lead small groups as necessary under the supervision of a senior leader.</p> <p>Any students who require staff to be trained in specific interventions will be unable to attend if there aren't qualified staff available to work. In this instance teachers will provide home learning resources to those students.</p> <p>Staff guidance to be produced to advise staff on test and trace process and what to do if they or a household member has symptoms.</p> <p>Staff will be advised to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.</p>	
				<p>In the event of insufficient staff - a clear rationale is in place for which students will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.</p>	Y		
				<p>Ensure there is adequate delegation of roles to staff to deliver on-site learning (for those attending school) and home learning (for those who are learning at home) in the event of partial closure due to staffing levels as those staff absent who are unwell (rather than self-isolating) will not be able to teach/provide resources remotely.</p>	Y		
				<p>Ensure flexible and responsive use of teaching assistants - ensuring there are sufficient support staff available to support those students with a high level of need whilst minimising changes in contact.</p>	Y		
				<p>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating any longer than necessary due to test and trace</p>	Y		
2. Risk of infection from use of supply teachers,	4	3	12	<p>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</p>	Y	<p>Use of agency cover staff to be minimised as much as possible – instead focus on individual class groups and try to cover within the key stage if possible. In the event of multiple members of class team being sick/absent the class will be</p>	5

temporary teachers, peripatetic teachers and visiting contractors and therapists.						assessed on risk and SLT will decide how to proceed (redeploy subject teachers/use experienced TAs to lead/close class if too many staff are affected.)	
				Ensure visiting staff are aware of and adhere to distancing and hygiene measures, and minimise contact to only students who need to be taught.	Y	We will adopt the NHS working protocols for therapists that are working with students on-site and those that need to undertake individual sessions with students from multiple classes (ie. art therapist, physio etc) will need to wear a face covering (unless exempt) when undertaking any direct clinical work. Additional precautions may need to be undertaken by therapists in close contact with particularly vulnerable students such as additional cleaning, use of visors etc but these will be discussed as part of the assessment of risk.	
				Carry out individual risk assessments for all visiting professionals and ensure these are shared with the visitor. (Although professionals will only be on-site if absolutely necessary)	Y	Protocol for how therapy provision will be carried out will be shared with parents by NHS staff, although currently most provision is still taking place remotely.  Students will be actively encouraged to wash hands at beginning and end of sessions. Spaces will be cleaned by therapists with disinfectant between sessions. Equipment will be disinfected between users and any equipment that cannot be cleaned will be set aside for 72 hours.	
3. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	3	12	<ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible</li> </ul>	Y	Barnet risk assessment for staff will be used to identify and reduce risk for the staff member as much as is reasonably possible. This may include increased hygiene measures/advice for the staff member to try to limit time in shared staff areas. All staff are recommended to wear face coverings in corridors and when passing through communal areas that are not part of their bubble (I.e. other department staff rooms.)	8
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3	9	Provide cover for the role from within available staffing	Y	Senior leaders will cover Safeguarding responsibilities and all senior leaders will undertake an online safeguarding course in addition to the school's annual training for all staff.  Additional staff trained in administering medication. All staff trained in epilepsy, asthma and anaphylaxis to increase the number of staff qualified to work with students with medical conditions. Planned training to increase numbers of staff trained in specific interventions over first term.	5
				Ensure First Aid certificates are up to date (previously extended for 3 months)	Y		
				Follow Covid-19 first responders' guidance and Public Health guidance on use of PPE when administering emergency first aid, as maximising distancing may not be possible to	Y		

				maintain while attending to individuals. Programme of training for additional staff in place (e.g. Safeguarding)	Y	Increased number of staff trained in first aid. First Aid list currently being updated to ensure all staff know the first aiders in their 'bubble.' Staff trained in responders' guidance on use of PPE as part of First Aid inset training. Reduction in risk of students having to access medical room area.  INSET used to train all staff in statutory guidance including safeguarding.	
5. Risks to health and safety because staff are not trained in new procedures.	3	2	6	A revised staff handbook is issued to all staff prior to reopening.	Y	Staff handbook updated to include control measures and new procedures.	4
				Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul>	Y	All September CPD will cover all the essential items listed.  Follow up survey with staff to check confidence in procedures with a view to providing further training/guidance.  Additional specifically COVID related guidance to be issued to all staff in first half term.	
<b>B. Teaching Spaces, the Learning and School Environment and School Environment</b>							
6. Risk of transmission within the school building	3	4	12	Students who have complex needs or who need close contact care: their educational and care support should be provided as normal.	Y	PPE will be used for intimate care in line with government guidance although if staff feel they may need additional PPE ( they should discuss it with a member of SLT. Hygiene measures such as handwashing should be increased when working in close physical contact with students.  Appropriately trained staff to work with those students who may require physical interventions and can wear their face covering if they choose to do so. Individual behaviour support plans should be written for any students who frequently experience extreme dysregulation. As always, physical intervention should be used as a last resort and de-escalation strategies should always be used in the first instance with students given space to self-regulate as much as possible.  Classroom and office windows and doors opened to keep	8

				Classes remodelled to maximise distancing/face to face interactions between students where appropriate to the needs of the class. Additional hygiene measures put into place in classrooms.	Y	ventilated where possible.  Design and layout of all teaching spaces to allow for social distancing where students are able to understand this with clear visual signage that students can follow. Unnecessary furniture/floor obstructions will be removed from classrooms to allow more space and reduce the number of surfaces.	
				Protocols around reduction of contacts and maximising distance carefully demonstrated for students, checking that the student has understood reduction of contacts and maximising distance. <b>Where a student does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal.</b>	Y	Many of our students will not be able to adhere to social distancing. Teachers will teach the concept to those who are able to understand it. Extra hygiene measures applied – including frequent hand washing (in classroom sink/nearest sink in corridor/outside sink) especially when entering or leaving the school, before and after eating and when returning from subject lessons/outside break.  Frequently touched surface cleaning (inc. table tops, light switches, classroom door handles) to take place at the beginning and end of the day, between class sessions, and before and after lunch. Frequently touched student communal surfaces eg. handrails to be cleaned during the day by the facilities team.	
				Clear signage displayed in classrooms promoting reduction of contacts, maximising distance and increased hygiene.	Y	Visual signage within classes (appropriate to class group) to promote hygiene measures i.e. handwashing and ‘catch it, bin it.’	
				students stay with their own teacher/teaching assistant and <b>where possible</b> do not mix with other students (‘bubble’ model). This is particularly the case for students with SEN who are unable to adhere to reduction of contacts and maximising distance. Any reduction in their contact with other students will help to mitigate the risk.	Y	Class groups in separate ‘bubbles as much as possible during the school day. The school is divided into several bubbles – the ‘class bubble’ where staff should be as consistent as possible, the ‘building bubbles’ which also applies to staff rooms (i.e. downstairs ks3, upstairs ks3, ks4 corridor, post 16 corridor) and then department bubbles – KS3 and 14-19. Wherever possible we will try to keep students in their smallest bubble but there are some circumstances during the day that this may not be possible – the amount of time spent in each of these wider groups (i.e. outside of class) should be limited as much as possible.	
7. Risk of transmission in shared classrooms/	3	4	12	Limits are set for large spaces e.g. dining hall, school hall, sports hall to facilitate the reduction of contacts and maximise distance, minimising face to	Y	PE mixed groups such as the football team are suspended until further notice.	8

teaching spaces I.e. dining hall, art room			face contact  Bubbles will be maintained as much as possible throughout the day to reduce the number of contacts each individual has.		There will be no mixing across class groups for subjects including options groups or social time sessions until further notice.  Lunch hall currently not in use – students to eat in form rooms.  No assemblies, mixed social time or options groups until further notice.  Classrooms have been configured to reduce students sitting too close in groups. Training for all staff that sets out expected classroom set-up (training area of SCIO) and safe practices during class sessions. All classrooms have been fitted with hand sanitisers, many have sinks to continue to encourage and promote good hygiene. Sinks in nearest corridor can be used by limited number of classes in that corridor.
			Large gatherings of more than one bubble should be avoided i.e. assemblies, mixed option groups etc	Y	Timetabling ensures class groups are not using shared spaces such as the PE hall, dining hall and music room. Soft play will not be shared by groups, the sensory room/tardis/soft play can be used by individuals as they require, however they should be supervised from a distance and staff wipe down any equipment used after. The school is currently making arrangements to install antibacterial wipe dispensers but in the meantime staff on duty in this area should take wipes from the classroom with them. If they have run out they should contact the facilities team. Students should not be left alone in these spaces and must be supervised by staff at all times.
			Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart as much as possible.	Y	Additional time allocated during subject sessions to allow whole class to help clean area where they are able – alternatively subject teachers will clean room/equipment as they use it. Students should be directed to wash their hands at the end of subject lessons outside their form room.
			Shared equipment to be kept to a minimum. Ensure clear hygiene protocols for any equipment that must be shared.	Y	Musical instruments, PE equipment, sensory equipment, cooking equipment (i.e. shared equipment from subject lessons) to be cleaned between each class use using disinfectant. If an item cannot be thoroughly cleaned it will be put aside and left for 72 hours between uses.

8. Risks of transmission during use of the outdoor learning environment	3	4	12	Leadership is realistic about the difficulties of reducing contacts and maximising distance for young students in outside spaces	Y	<p>Splitting groups and rotating use of outside space for breaktimes and lunchtimes.</p> <p>All classrooms have hand sanitisers in place and classrooms have lidded bins.</p> <p>Bins outside are stationed at 4 points around the external spaces leading down to the MUGA and sanitisers at key points around the internal building.</p> <p>Where outside space must be shared, arrangements for cleaning between groups are in place. This will include wiping down the outside gym equipment. The school is currently making arrangements to install antibacterial wipe dispensers but in the meantime staff on duty in this area should take wipes from the classroom with them. If they have run out they should contact the facilities team.</p> <p>Classes to have individual cups for students/water bottles that are thoroughly washed with soap and water between use.</p> <p>Longer breaks between lessons will allow staggering of movement around the school and time for physical equipment to be properly cleaned between sessions as well as giving students time for proper handwashing.</p> <p>1:1 staff for students using outside zones outside of break and lunchtimes, staff carry cleaning wipes after student has used outside gym equipment/swing, then sanitise hands on entry back to the classroom (see above)</p> <p>Scooters and bikes taken from the bike sheds will have handles and stem cleaned between class groups' use.</p> <p>Ensure the duty rota covers adequate supervision outside to support students to observe some social distancing.</p> <p>Build in toilet breaks throughout the day alongside handwashing times to reduce all students going at once during scheduled break time.</p>	8
				Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Y		
				Shut down drinking fountains and make arrangements for individual water bottles for students	N/A		
				Games and activities which allow students' heart rate to raise and avoid the sharing of equipment are available	Y		
				Outside spaces are used by one bubble at a time or class groups will separate themselves from other groups. Limit interaction, sharing of rooms and social spaces between groups as much as possible.	Y		
				Where outside space must be shared, arrangements for cleaning between bubbles are in place	Y		
				Resources are limited to facilitate effective cleaning daily	Y		
				Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual students to use with their names, or arrange for bikes to be wiped down by an adult between use by the students	Y		

					Students accessing the edible garden area will be timetabled to use the space to prevent groups mixing.		
9. Risk of staff having to move between groups	3	4	12	Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from students and staff where possible.	Y	<p>For the few teachers that teach across multiple groups; PE Music, cooking, in line with guidance, a distance of 2metres is to be observed where possible. PPE is not required to be used in classrooms although staff should wear a face covering in the corridors. Shared classrooms will be set up to maximise space between students and staff and minimise face to face interactions. Windows should be open to allow ventilation. Equipment should be cleaned as discussed previously.</p> <p>To minimise contact between different groups, students should be using/entering the changing rooms as little as possible for the foreseeable future. Protocols for swimming are included in the separate swimming risk assessment.</p> <p>Each class that visits a subject specialist room will have cleaning time built in between groups.</p> <p>Any staff moving to teach in form classes will be encouraged to maintain a distance from other staff and students as much as possible. They will practise increased hygiene measures such as handwashing between sessions and ensuring any equipment taken into the room is thoroughly cleaned before being used by another group.</p>	8
10. Risks of transmission due to movement around the school.	4	3	12	Staff to wear masks in corridors and other communal areas outside their department.	Y	<p>In line with the latest Government guidance, we are recommending staff wear masks outside the classroom, in spaces where social distancing cannot easily be maintained such as corridors, especially when escorting students to and from buses as the corridors can become very busy at these times.</p> <p>Movement around school generally will be minimised through flexible timetabling to minimise transitions i.e. dining room not currently used.</p> <p>Class doors that are locked in between breaks should be</p>	8
				Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible	Y		
				Movement of students and staff around the school is minimised	Y		

					<p>opened prior to students coming back into the room and staff should make all transitions with the students to make sure they are supporting easy flow back into classrooms and other spaces, supervising social distancing at all times.</p>		
				Students are reminded regularly of protocols for reduction of contacts and maximising distance - where they are able to understand	Y	<p>Middle School (KS3) have a separate building to 14-19 students. This mitigates risk against the whole school cohort mixing at transition points</p> <p>Visual signage in all corridors and communal spaces to support students (and staff) to adhere to appropriate social distancing/mask wearing.</p>	
				Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance	Y	<p>Specific teaching on social distancing measures for students who are able to understand the concept using social stories and visual systems in the classroom to aid social understanding. Include visuals that show how to line up to make a transition, visit the toilet, move around the classroom.</p> <p>Ensure the duty rota covers adequate supervision outside to support some students to observe some social distancing.</p>	
11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	4	16	Number of entrances and exits used is maximised with appropriate measures in place, in consultation with the council's Highways Department	Y	<p>Transport can arrive onto the site at 2 access points and school minibuses will be moved to by the art/dt block to allow more space for school transport. Clear signage for allocated parking at the front of the school to allow smooth route in and out without road becoming blocked. SLT to control the embarkation and disembarkation of students to control flow. Staff from class teams to be outside for 8:45am to meet students who are unable to transition to class by themselves. Staff on hand to remind students to use hand sanitiser when entering/leaving school and students encouraged to wash hands once in form room if unable to do this.</p>	8
				Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom	Y		
				Unless essential, do not allow parents/carers to enter the buildings to drop off or collect students. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents.	Y	<p>We will not use our usual bus line end of day protocol to avoid mixed groups. Each student stays in class until the route/parent is called (via email) then those students on that route will board the bus with the staff supporting where required.</p>	

				Identify drop off and pick up waiting areas that can reduce contacts and maximise distance	Y	Parents who need to attend the school site for drop-off and pick-up will be reminded to observe appropriate social distancing and adhere to the timings that are set. ie morning drop-off not before 8:45am, and afternoon collection from 3:20pm onwards. SLT will meet parents and then the office will notify classes that the student needs to come to reception via email. There will be markers outside the front of the school to remind parents about social distancing and parents will not be able to come into the school site for meetings unless explicitly agreed with a member of SLT.  SLT to control the arrival/departure of students. Pickup to be extended from 3:20 pm to reduce contacts.  In line with the latest Government guidance, we are recommending staff wear masks outside the classroom, in spaces where social distancing cannot easily be maintained such as corridors, especially when escorting students to and from buses as the corridors can become busy.  Signage in reception and staff areas to remind all to wear their mask.	
				Extend gate/entrance opening times to prevent queueing	Y		
				A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	Y		
				Floor markings visible to all to avoid queuing	Y		
				Masks to be worn by staff in corridors. Parents/escorts etc reminded to wear masks (if applicable) for them to enter the site (eg. to use the toilets)	Y		
12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	2	6	Advice to students and families on maintaining road safety procedures despite changes.	Y	Parents to queue following the marker system outside front of the school.  SLT to direct cabs/cars/buses into allocated parking. SLT and facilities team to control the arrival and departure of vehicles to and from the site.	6
				For those that have to drive, advice on places they should and should not pick up, drop off and park.	Y		
13. Staff rooms and offices do not allow for observation of reduction of contacts and	4	4	16	Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance	Y	Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Pigeonholes will be removed and information will be communicated online wherever possible.	12

maximising distance guidelines					<p>Additional staff spaces created from previous office/meeting spaces.</p> <p>Staff areas allocated depending on part of the school staff work in. Any staff entering a staff room which is not allocated to them need to wear a mask when passing through.</p>	
				<p>Staff have been briefed on the use of these rooms</p>	<p>Y</p> <p>Additional antibacterial wipes have been purchased to wipe down equipment (including specialist IT equipment). These can be renewed by notifying the facilities team.</p> <p>Posters and signage around staff areas reminding staff of mask wearing, social distancing and how many people should be using a small space at a time (eg photocopier room in main building.) Guidance for staff included in updated staff handbook but also will be created around COVID protocols and this will be displayed in staff areas.</p> <p>Additionally, social distancing measures should be undertaken by staff when using staff rooms as much as possible. Staff should wipe down surfaces with disinfectant after they have used them (eg. staff room tables.) and ensure that they put away their eating/drinking utensils after they have washed them up. Staff should use their allocated area for taking breaks or take them outside.</p> <p>Staff should take their laptop when on PPA time and subject teachers should bring a laptop with them if teaching in form bases. If working in staff areas, staff should endeavour to maintain social distancing from others.</p>	
14. The configuration of medical rooms may compromise reduction of contacts and maximising distance	3	5	15	<p>Reduction of contacts and maximising distance provisions are in place for medical rooms</p>	<p>Y</p> <p>Additional staff trained in administering medication, first aid and all staff trained in emergency medication use in order to reduce the amount of people accessing the medical room.</p>	9
				<p>Additional rooms are designated for students with suspect COVID-19 whilst collection is arranged</p>	<p>Y</p> <p>Room reconfigured and use of split door to maximise space available and allow staff to speak to medical staff without needing to enter room.</p> <p>Alternative room (isolation) is designated for any student with</p>	

measures						<p>suspected symptoms of COVID (T3) - this room kept well ventilated and has outdoor access to front of school for student/staff collection.</p>
				PPE available if staff dealing with student with symptoms	Y	<p>PPE is available if staff responding to students that are unwell although any staff needing to come to the medical room will wear a mask unless exempt.</p>
				Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y	<p>Ensure staff are clear of 3 symptoms that require student isolation:</p> <ul style="list-style-type: none"> <li>• New continuous cough (or worsening cough if student often coughs as part of condition.)</li> <li>• High temperature (over 37.5 degrees) - if staff feel a student is hot to touch medical team will come and take temperature.</li> <li>• Loss of taste or smell</li> </ul> <p>Other symptoms ie. runny noses, sore throat, minor injuries do not require isolation alone. Staff should consult with nearest first aider to manage this although they can always speak to either Teresa or Charlotte if unsure. Any vomiting or diarrhoea – students can be moved to isolation room if free awaiting parent collection. NB this is currently not a recognised COVID symptom so students with these symptoms will still be required to remain at home for 48 hours.</p> <p>Medical staff on duty to disinfect isolation room after each use and regularly disinfect the surfaces in the medical room throughout the day. Class will be advised to disinfect surfaces in classroom and all students and staff to wash hands in the event of someone developing symptoms in school (this will also apply to a student with vomiting/ diarrhoea.) Facilities team to be informed of any toilets that have been used in order to clean them after use.</p>

**C. Hygiene and protective controls**

15. Risk that reducing contacts and maximising	3	5	15	Ensure frequent hand cleaning and good respiratory hygiene practices	Y	<p>Specific teaching appropriate to class understanding on social distancing and hygiene measures</p> <p>Each student to learn rules through a social story, which promotes good respiratory hygiene - the 'catch it, bin it, kill it'</p>	9
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distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.				Regular cleaning	Y	<p>approach. Regular handwashing built in to school day as part of routine as described above.</p> <p>Additional outside sink bank available for classes with the least access to running water.</p> <p>All staff to be provided with cleaning kits for their room to clean frequently touched surface throughout the day– additional stocks to be kept in key stage leaders’ offices to free up time for facilities team to regularly clean communal areas/toilets etc throughout the school day.</p> <p>See above sections detailing timetabling changes, breaktime and lunchtime arrangements and start and end of day procedures.</p>	
				Minimise contact and mixing (see above)	Y		
				See sections above re start and end of day arrangements, playtimes and break times	Y		
16. Risk of staff or students with the virus coming into school with symptoms or when symptoms are not clear, possibly as a result of families not understanding guidance.	4	4	16	Testing of staff or students – if school has home testing kits - give to any symptomatic staff or student when they are sent home if they meet the criteria for accessing test themselves.	Y	<p>Home testing kits kept on site for any students or staff who are unable to get access to a test. SLT will make the decision on when to give these out as they should only be issued as a last resort. Guidance on how to use kits included in pack. School is able to order a small number of tests every 3 weeks.</p> <p>Pro-forma letter created to be kept in the medical room to be sent with any staff or students to make clear the process for testing. Transport will be notified along with reception and staff/students who have symptoms that they will not be able to come back on site until they have a negative test result or have isolated at home for at least 10 days (staff/student should not come back if they still have a temperature after this period.) Clear protocols for managing a suspected case, cleaning and PPE will be displayed clearly in the medical and staff rooms.</p> <p>Isolation room to be allocated near to the medical room and the nearest toilet to be sealed off to use by others in the event of a suspected case. Staff remaining with a student to have access to full PPE and all surfaces in the space to be thoroughly disinfected after the student/staff member has left the site. PPE to be kept in the therapy office for ease of access in this instance.</p> <p>In the case of staff they will be strongly advised that they</p>	10
				Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y		
				PPE on hand.	Y		
				Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y		

				<p>Ensure that students, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home</p>	<p><b>Y</b></p> <p>should complete a test and notify the school of the result as soon as possible (even if outside school opening hours) or else not attend the site for 10 days.</p> <p>Families will be sent guidance on when to keep their child off school and for how long. Any absences will be followed up by form tutors/SLT to discuss symptoms of any students who are sick. Guidance will be reinforced to parents over the phone in the event a child or household member has symptoms i.e.:</p> <p>Parents will be advised to keep their students at home until they have a negative test result or have isolated for 10 days from the start of symptoms. Parents will be told to inform the school as soon as they have a test result – <b>before sending their child back to school if less than 10 days.</b></p> <p>If a staff member's/student's household member starts to display symptoms they will be advised to get the symptomatic person tested and whole household to isolate at their home <b>for 14 days</b>. In the event of a negative test, the student/staff member may return to work. If having to remain at home for 14 days due to sickness of a household member, teachers will be encouraged to work from home to provided learning content for their class as much as their personal situation allows them to do. If they start to develop symptoms within this 14 day period they must then isolate for a further 10 days or have the result of a negative test themselves.</p> <p>In the event of a <b>confirmed</b> case(s) of COVID-19 SLT will call 0800 046 8687 as soon as possible and select the appropriate option. Then they will contact Barnet Public Health Team to report people with positive test results via the oncall public health rota that is circulated.</p>	
				Active engagement with NHS Test and Trace		
17. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>• door handles</li> <li>• handrails</li> <li>• tabletops</li> <li>• play equipment</li> <li>• toys</li> </ul>	<p><b>Y</b></p> <p>See above for details of general classroom cleaning/ cleaning of equipment used in school.</p> <p>School phones should be wiped down with disinfectant wipes by the staff member after use. Additional wipes can be given out by the facilities team when the supply near the equipment runs out.</p>	8

			<ul style="list-style-type: none"> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by students with SEN</li> </ul>		Students' phones to be handed in to staff within the class at the start of the day and stored in the locked classroom cupboard. Returned to students at the end of the day. Staff to wash their hands after handling items brought from students' homes.
			Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y	Facilities team to clean toilets and communal handrails etc during the day. Students to be encouraged to clean down their own equipment where this is possible (ie office staff to clean down keyboards/mouse of own computers)
			Bins to be lidded and emptied each day.	Y	
			Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y	Disposable tissues available in each classroom – restocked from facilities/medical room. Lidded bins in each classroom to be emptied and wiped down by cleaners at the end of the day.
			Limit the number of shared resources that are taken home by staff and students and limit the exchange of such resources.	Y	Soft toys to be allocated to individual students if necessary and not shared. Sensory equipment to be allocated where possible to individual students and not shared between groups. Subject teachers to provide individual equipment for sessions/wash any shared equipment thoroughly between classes.
			Limit the number of shared resources (such as pencils, arts equipment, etc.) between students in the same classroom.	Y	In line with DfE guidance, puzzles, books or similar shared activities to be stored in cleaning box after individual students' use and cleaned as soon as possible, or left for 48 hours before reusing (72 hours for plastic).
			Teachers should make sure they wash their hands (or sanitise) and clean surfaces before and after handling students' books	Y	Staff to wipe down ICT equipment when student finishes task and replace into case/box ready for next class use.
			Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, interactive screens.). Provide hand sanitisers at appropriate locations to ensure staff can easily use throughout		<p>Minimise items coming into school from home and vice-versa. Students to bring in packed lunch and single bag. No PE kits at this time. Staff to email parents with any messages instead of using home school diaries where possible.</p> <p>Staff INSET will cover safe practices to ensure:</p> <ul style="list-style-type: none"> <li>• Multiple class groups do not use materials simultaneously</li> <li>• Unnecessary items from classroom and other learning environments are removed where there is space</li> <li>• Consideration is given to how each student can keep their equipment separate from others, labelled and</li> </ul>

				their day.		<p>kept in trays that are also labelled- using plastic zip wallets and pencil cases will provide a hygienic solution.</p> <ul style="list-style-type: none"> <li>• We remove soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>• Consideration will be given to soft toys that are unique and special to any student are not shared and kept in individual named tray</li> <li>• We avoid equipment coming between home and school – school diary will still be maintained but can be wiped down as they have a vinyl cover</li> </ul> <p>Hand sanitiser available in every room – additional stock can be requested from facilities team. Staff to bring their own individual sanitiser from home to carry with them if they wish to do so. Classes to use sinks in classroom/corridor/outside space – whichever is nearest to their form base. Additional outside sink units for net zero building that is furthest from running water. Other classes to use sink in room or nearest sink in corridor.</p>	
18. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y	<p>Induction around PPE for those assisting students with personal care needs as part of yearly manual handling training in September inset. First aid induction around use of PPE and relevant medical protocols as part of September inset. General induction for all staff in September 2020 included basic hygiene protocols.</p> <p>Staff should not wear gloves <b>unless</b> for intimate student care – in this case they should use one pair of disposable gloves and be very careful not to touch their face with the gloves. Staff can also use disposable masks (which should be put on and removed using the ear loops after washing hands) during intimate care as they should not use their own reusable face covering for this. All used gloves/masks/aprons should be disposed of in the allocated bins in the hygiene rooms and NOT in classroom bins.</p> <p>Staff needing to provide care relating to students with a tracheostomy must have properly fitted medical masks alongside other PPE. Additional guidance on staff for these procedures is detailed in the risk assessments for those students.</p>	6
				Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely	Y		
				Staff are reminded that the wearing of gloves is not a substitute for good handwashing	Y		

### D. Premises and Buildings

19. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	4	16	A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.	Y	Multiple deep cleans over the period of closure, and additional deep cleans took place over the summer break ready for September. Cleaning contractors to be consulted, and clear checklists created for expectations on cleaning different areas of the school. <b>These are to be reviewed and concerns raised in a meeting with the contractor.</b>  Reduced time spent in cleaning classroom surfaces as these will be regularly cleaned by classroom staff throughout the day. This will free up cleaners' time for concentrating on deep cleaning toilets and communal spaces.  <b>All staff to take responsibility for helping to clean surfaces and high touch items such as communal phones, door handles etc.</b>	12
				An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include:  <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>the regular cleaning of toilets</li> </ul>	Y		
				Working hours for cleaning staff are increased	Y		
20. Fire procedures are not appropriate to cover new arrangements	4	3	12	Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>o Reduced numbers of students/staff</li> <li>o Possible absence of fire marshals</li> <li>o The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>o A possible need for additional muster point(s) to enable reduction of</li> </ul>	Y	MUGA remains in use as assembly point in case of emergency evacuation, the students will assemble at distanced class line up areas. The centenary building classes (1-8) will assemble on the south side of the MUGA, the net zero building (classes 10-11) will assemble on the North side, all other classes will assemble on the west side as before. The facilities team will ensure that there is clear signage so classes know where they should go.  Those entering the MUGA from the centenary building (including the PE hall) should use the entrance on the East side of the MUGA (with the exception of wheelchair users who will continue to use the ramp on the West.) Everyone leaving the other buildings should use the East side entrance.	8

				contacts and maximising distance where possible		Fire marshalls/wardens will remain the same.		
				Staff and students have been briefed on any new evacuation procedures	Y			
				Incident controller and fire marshals have been trained and briefed appropriately.	Y			
21. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	3	12	Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points	Y	Students will practice to making a socially distanced fire drills - this will be supported with a social story  Staff will ensure that escape routes remain unblocked and practice movement around school with students as part of PSHE sessions  Teaching staff to teach students with limited understanding who are minimally verbal the concept of 'stop' and go'  <b>Personal evacuation plans are currently under review and alternative routes are being explored for those with mobility issues as part of their personal evacuation plans.</b>	8	
				Review Personal Emergency Evacuation Plans – staff are assigned or reassigned according to available trained persons.	T B A			
				Consider access route for teachers and students with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency	T B A			
22. Fire marshals absent due to self-isolation	4	2	8	An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y	There are already plans for back up fire marshals in each zone to reflect staff moving to different classes. This has been reviewed ready for new term with no amendments required.	6	
23. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12	All statutory compliance is up to date.		Water systems have been fully maintained throughout. Electrical and mechanical compliance checks were completed during the summer holidays of 2020.	6	
				Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.  The following guidance has been followed where appropriate: <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a>	Y			
24. Lack of good ventilation means that	3	3	9	Ensure good ventilation in classrooms and common areas e.g. through opening a window	Y	Air circulation to be prioritised, windows open, doors to be left open where student behaviours/safety permit it.	6	

there is risk of transmission				Follow guidance in the following link: <a href="#">air conditioning and ventilation during the coronavirus outbreak.</a>	-	Air filters have been changed in the heat recovery units in centenary building.	
25. Visitors to the site (including parents) add to the risk	4	4	16	Limit the external visitors to the school during school hours.		Parent drop off and pick up procedures detailed above.	8
				Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. touchscreen computer.	Y	No face-to-face parental consultation unless explicitly agreed with SLT; telephone or Zoom where possible.	
				Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)	Y	No visiting professionals' meetings in school – use of Zoom or Teams. Any visiting professionals who need to see students face to face (such as physical therapists/feeding review specialists) should discuss this with SLT prior to arriving at the site. Any doctors' clinics to take place virtually if possible.  Delivery drivers, maintenance contractors required to observe currently required social distancing expectations and wear a mask if having to enter the premises. Maintenance contractors to be scheduled outside of student attendance hours unless absolutely necessary.	
Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'	Y	Sign in procedure at main reception to continue but agency staff to be issued ID badges as soon as identified as long term. Hand sanitiser next to screen for use before and after touching.  Risk significantly reduced if annual review and other professionals' meetings can be held virtually. This will be reviewed against most up to date government guidance before the commencement of the annual review schedule.					
26. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and	4	3	12	Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y	Contractors are expected to wear a mask and gloves and maintain social distancing. Contractors are questioned when they sign in (see below).	6
				An assessment has been carried out to see if any additional control measures are required to keep staff, students and contractors safe	Y	Contractors will be asked the following questions before admitting to building; 1. Have you or anyone in your household had any Coronavirus symptoms (new persistent cough, high	

infection control				Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.	Y	temperature, loss of smell or taste) in the last 10 days? 2. Have you been contacted by the Covid 'track and trace' in the last 14 days 3. Is anyone in your household self-isolating? 4. Have you or anyone in your household been out of the UK in the last 14 days?  Most scheduled works are scheduled in school holidays due to the nature of the students on site. Once signed in at reception different site access points are given to reduce the number of people in any individual area. Longer term contractors have supplied risk assessments alongside questioning procedure on entry.	
				Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/students are kept apart.	Y		
				In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).			

**E. General E. General**

27. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	4	12	All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.	In progress	Policies have been reviewed and addendums added. These will be shared with all staff during the Autumn term.  The school completed a full RA at 2 points - closure in March then a review and update in May. We have now completed this full H and S Risk Assessment to be shared with all stakeholders and Union Reps.	6
				The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.	Y		
				Staff, students, parents and governors have been briefed accordingly.	Y		
28. Key stakeholders are not fully informed about changes to policies and	4	4	16	Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Students</li> <li>○ Parents</li> <li>○ Governors/Trustees</li> </ul>	Y	School regularly refers to official advice from the DfE, PHE, HS&Q and HR and updates risk assessment in line with latest guidance.  Risk assessment published on school website and sent to unions, trustees and governors as well as Local Authority.	8

procedures due to COVID-19, resulting in risks to health				<ul style="list-style-type: none"> <li>○ Local authority</li> <li>○ Health services</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> </ul>		<p>Staff guidance to be issued and put up in staff rooms. All inset training available on staff training platform.</p> <p>Health service to be in regular contact with school SLT and school nurse to act as point of contact for coordinating health services.</p> <p>Pastoral team to maintain contact with and update social care and mental health teams (I.e. CAMHS.)</p> <p>Families to receive regular update letters from headteacher via the school website as well as printed versions of some guidance printed and sent home in diaries.</p>	
				<p>Parents are communicated with to make sure they know:</p> <ul style="list-style-type: none"> <li>○ what protective steps we are taking to make the school a low-risk place for their child</li> <li>○ what you need them to do (such as on drop off and collection)</li> </ul>	Y		
29. Students who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4	3	12	School is aware of current guidelines for shielding	Y	<p>Currently working with paediatricians to identify students who will remain on the shielding list. Those students considered higher risk will have their own risk assessment to try to enable their attendance in school – this may include limiting contact from staff outside their staff team, and additional use of PPE for staff working closely with them (intimate care etc.)</p> <p>Parent guidance will be communicated via headteacher's update letters on school website.</p> <p>Lead clinicians seek parental permission to share most recent clinic reports with the school.</p> <p>Comprehensive database of students' underlying medical conditions including current medications and emergency protocols accessible to staff through online system.</p> <p>All students will have access to remote education if needed.</p>	8
				Parents have been asked to make the school aware of students' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.	Y		
				Schools have a regularly updated register of students with underlying health conditions.	Y		
				Staff are available to ensure students at home continue to be provided with remote education	Y		

30. Students' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	5	10	Y	<p>The pastoral team has been providing control measures for students who are presenting poor mental health. There is an established model of multiagency support that regularly reviews, meets and actions supports for any child showing signs of a loss of wellbeing. Teachers are away that they should notify the pastoral team of any concerns with regards to students' mental health/wellbeing.</p> <p>Pastoral team meets weekly to discuss students/staff wellbeing and identifies actions needed. Meeting notes recorded online to allow all pastoral staff and SLT to input concerns throughout the week.</p>	6
				Y	<p>There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health.</p> <p>Designated staff for all students who wish to talk to someone are always on hand. Alongside this, Art Therapy will continue to be offered observing all protocols; adjustment of therapy space to allow the student as much space to regulate and reduce the need for any physical contact, use of visual support to provide expectations for using the room.</p>	
				Y	<p>Wellbeing/mental health is discussed regularly in PSHE/when needed</p> <p>'Zones of regulation' well established throughout the school as a starting point for students to express their feelings and find appropriate coping strategies.</p> <p>The <b>Recovery Curriculum</b> model has been woven into our curriculum planning for September – link here to the Challenge Partners hub guide to the Recovery Curriculum <a href="https://www.youtube.com/watch?v=IkZICuxs0xc&amp;feature=youtu.be">https://www.youtube.com/watch?v=IkZICuxs0xc&amp;feature=youtu.be</a></p>	
				Y	<p>Resources/websites to support the mental health of students are provided.</p> <p>Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to support the re-engagement of students back into learning.</p> <p>Lever 1: Relationships - many of the relationships that were thriving, may need to be invested in and restored.</p> <p>Lever 2: Community - we must recognise that curriculum will have been based in the community. We need to re-engage them in the transitioning of learning back into school.</p>	

					<p>Lever 3: Transparent Curriculum - all of our students will feel that they have lost time in learning. We need to work to get those structures back.</p> <p>Lever 4: Metacognition - students will have been learning in different ways online, or not at all. It is vital that we reskill and rebuild their confidence as learners in the classroom.</p> <p>Lever 5: Space - to be, to rediscover self, to find their voice, and to allow them time to settle, bond and talk about what has happened in the space in between.</p>		
31. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	4	12	Staff are encouraged to focus on their wellbeing.	Y	<p>Staff are encouraged to focus on their own wellbeing. Pastoral team and SLT are proactive in discussing wellbeing with the staff. We need to make sure this includes their workload and how they 'bounce back'.</p> <p>Link with EP service (Amanda) to offer additional staff support – individual and group sessions.</p> <p>Workload impact assessment currently being undertaken by SLT.</p> <p>Oak Lodge is part of the Resilient Schools Hub. Staff briefings and training have included content on wellbeing. Staff have been signposted to useful websites and resources eg QWELL</p> <p>Staff meetings/department meetings via Zoom will continue to discuss concerns and share control measures that may alleviate anxiety.</p> <p>We have a trained counsellor offering confidential support and advice to any member of staff</p>	6
				Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y		
				Staff briefings and training have included content on wellbeing	Y		
				Staff briefings/training on wellbeing are provided.	Y		
				Staff have been signposted to useful websites and resources.			
32. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet	2	4	12	The governing body continues to meet regularly via online platforms.	Y	<p>The governing body and Academy Trustees continue to meet regularly via online platforms.</p> <p>The governing body and Academy Trustees agendas are structured to ensure all statutory requirements are discussed.</p>	8
				The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.	Y		

statutory requirements.				The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.	Y	The headteacher's report to governors and Trustees will continue to include content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19 and planning for full re-opening.	
				Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	Y		
				Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	Y		