

# Risk Assessment – COVID-19 Return to full time education – Version 1.6

(please note this is a live document and regular updates/changes may be needed following government advice, please amend accordingly)

<b>Title of risk assessment</b>	<b>COVID-19 Return to full time education</b>	<b>Date of Assessment</b>	<b>23 August 2020</b>				
<b>Name of Assessor</b>	<b>Jane Smith H&amp;S Officer</b>	<b>Location</b>	<b>Ormiston Park Academy</b>				
<b>Who may be affected?</b>	<b>Staff, Pupils, Visitors and Contractors</b>						
<b>Description of activities</b>	Return to full time education within academies						
<b>Additional Guidance used for this risk assessment and for academies to refer to.</b>	<a href="http://dt.cleapss.org.uk/Resource/GL347-returning-to-school-after-an-extended-period-of-closure.aspx">http://dt.cleapss.org.uk/Resource/GL347-returning-to-school-after-an-extended-period-of-closure.aspx</a> <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a> <a href="https://oatoe.sharepoint.com/:f:/r/sites/Covid-19/Coronavirus%20support%20documents/Health%20%26%20Safety?csf=1&amp;web=1&amp;e=auA0VS">https://oatoe.sharepoint.com/:f:/r/sites/Covid-19/Coronavirus%20support%20documents/Health%20%26%20Safety?csf=1&amp;web=1&amp;e=auA0VS</a> <a href="https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2021">https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2021</a>						
<b>Latest Government Guidance – Key aspects</b>	<p>Government 'Guidance for full opening: schools' 7.8.20  This is the set of school actions that schools must take. They are grouped into 'prevention' and 'response to any infection':</p> <p><i>Prevention:</i></p> <ol style="list-style-type: none"> <li>1. 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>2. Clean hands thoroughly more often than usual</li> <li>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>5. Minimise contact between individuals and maintain social distancing wherever possible</li> <li>6. Where necessary, wear appropriate personal protective equipment (PPE)</li> </ol> <p>Numbers 1 to 4 must be in place in all schools, all the time.  Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.  Number 6 applies in specific circumstances.</p> <p><i>Response to any infection:</i></p> <ol style="list-style-type: none"> <li>7. Engage with the NHS Test and Trace process</li> <li>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</li> <li>9. Contain any outbreak by following local health protection team advice</li> </ol> <p>Numbers 7 to 9 must be followed in every case where they are relevant.</p>						
<b>Key Points for Staff</b>	<ol style="list-style-type: none"> <li>1. Staff return dates <table border="1"> <thead> <tr> <th>Date</th> <th>Familiarisation</th> </tr> </thead> <tbody> <tr> <td>Wednesday 2<sup>nd</sup> Sept</td> <td>INSET Day 1</td> </tr> </tbody> </table> </li> </ol>			Date	Familiarisation	Wednesday 2 <sup>nd</sup> Sept	INSET Day 1
Date	Familiarisation						
Wednesday 2 <sup>nd</sup> Sept	INSET Day 1						

Thursday 3<sup>rd</sup> Sept | INSET Day 2

Shielding measures are paused from 1<sup>st</sup> August 2020 and it is expected that all teachers and school staff return to work place setting / school following Government guidance. Face shields will provided for all staff (see below details under Face Coverings section)

2. Student return dates

Date	Year Groups
Friday 4 Sept	Year 7 and Year 11 Only
Monday 7 Sept	Year 7, Year 10 and Year 11 Only
Tuesday 8 Sept	Year 7, Year 9, Year 10 and Year 11 Only
Wednesday 9 Sept	Whole School
Thursday 10 Sept	Whole School
Friday 11 Sept	Whole School

Communication to parents/carers week ending 28.8.20

- Students will return to the Academy and will operate in social bubbles for a 2 x week period (2 be reviewed by 18<sup>th</sup> August 2020). The bubbles will be split into – ASCEND, Year 7, Year 8&9, Year 10&11. Face masks will be provided for all students (see below details under Face Coverings section)
- Students in their tutor groups will be allocated a classroom within their bubbled areas, these are the room locations on SIMS. Students will be taught in these rooms for the whole day, teachers will move to students. The only exception to this will be for set and options lessons in KS4. Curriculum areas will need to take responsibility for this, directing students to the correct classroom (this needs to remain within the social bubbled area).

Year 7	Room	Year 8	Room	Year 9	Room	Year 10	Room	Year 11	Room
7.1 RIV	34b	8.1 SCO	22	9.1 MCA	9	10.1 MAB+SHR	50	11.1 SAM	28
7.2 THM	34a	8.2 WAL	23	9.2 CSA	10	10.2 COL	47	11.2 RYA	27
7.3 BUA	33	8.3 MAY	23a	9.3 CAN	11	10.3 FAI	46	11.3 SHO	26
7.4 FAO	32	8.4 OLZ	24	9.4 GOP	40	10.4 MUB	29	11.4 ABE	31
7.5 RAV	36	8.5 HAY	18	9.5 TOB	40a	10.5 HOQ	30	11.5 DUR	14
7.6 AUS/HOO	35	8.6 ISA	18a	9.6 BHA	43			11.6 HEW	15/2/17/2 5/19
HOY-HAW		HOY-MUS		HOY-NIC		HOY-BER		HOY-NKA	
SLT-PAD		SLT-GAK		SLT-MCC		SLT-BAR		SLT-THA	
AHOY -		AHOY - ROW				AHOY - MAE		AHOY - YOU	
KS3 - KEL						KS4 - RAS			

- Students will remain within these social bubbles during Food Breaks. (See **Appendix 1**)
  - ASCEND will have Food Break in ASCEND MUGA for the first 2 weeks of the Term
  - Year 7 will have the ASCEND Car Park
  - Year 8&9 the large MUGA
  - Year 10&11 the amphitheatre and field
 In order to allow for all students to have both food breaks:
  - ASCEND will order food and this will be brought to ASCEND for the first 2 weeks of the Term

- Year 7 will have an extra 15 minutes added to their food breaks allowing them to get food from the heart space and within the 10 minutes be on the ASCEND Car Parl
  - Year 8&9 will have the right side of the Heart Space accessible via the reception corridor
  - Year 10&11 will have the left side of the heart space accessible via the outside left doors.
6. If you teach a class prior/post a food break it is your responsibility to take/collect students to their designated space via their designated entrance/exit. (See *Appendix 1*)
    - Year 11-to/from Maths via maths stairwell, and out to amphitheatre.
    - Year 10-to/from Maths via maths stairwell, and out to amphitheatre.
    - Year 9-to/from English via English stairwell, out via bottom doors around the back of art/tech and onto MUGA.
    - Year 8-to/from English via English stairwell, out via bottom doors around the back of art/tech and onto MUGA.
    - Year 7-to/from Science via Science stairwell, out via bottom fitness suite exit and onto ASCEND Playground.
  7. At the end of each Food Break Year 7-9 students will line up in Tutor Groups and await collection by their next period teacher. You then escort students via the above route to their designated classroom. Year 10 and Year 11 will also line up in the Tutor Groups to be collected by their next period teacher and will be escorted via the above route to their designated classroom where a register will be taken and if a setted class they will be distributed to their classroom set. This procedure to be in place for the first 2 weeks and then reviewed. (See *Appendix 1*).
  8. Upon entering and exiting a classroom student will be directed to sanitise their hands, each classroom will be equipped with hand sanitisation equipment in a convenient location.
  9. Students will be sat according to government guidance within the classroom and teaching staff should also follow this guidance.
  10. Upon entering the school grounds, those who have travelled on public transport should remove face covering, safely dispose of and fully wash/sanitise hands before entering the building.
  11. To counter likely student adverse COVID19 experiences and / or lack of routine of regular attendance, classroom discipline and disengagement, a robust Staff Duty Rota (*Appendix 2*) has been designed to ensure OPA culture and ethos. This procedure to be in place for the first 2 weeks and then reviewed.
  12. If we find as an Academy we need additional staff to support lesson transition ie Teacher movement from classroom to classroom and students remaining in the classroom, a Shadow Transition Duty Rota might need to implemented which will utilise the presence of support/admin staff for a short period of time (*Appendix 3*). This to be confirmed following evaluation after the first week.
  13. A robust Supervision Rota will be implemented run by SLT and supported by DHOY (*Appendix 4*)
  14. OPA Leadership and OPA Health+Safety Committee have agreed that the academy will purchase a distribute a face shield for each member of staff and a face mask for all children in order to provide protection for aerosols

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			Severity	Likelihood	Total		
<b>Classrooms and Groups</b>	Staff and pupils	<ul style="list-style-type: none"> <li>Groups are created to an appropriate size in proportion to the school.</li> <li>Consideration is given for types of groups depending on age year groups and those with complex needs.</li> <li>Groups are kept as small as is reasonably practically as easier to identify those who may need to self-isolate in the case of someone tests positive of COVID19.</li> <li>Pupils remain in groups and contact is avoided between other bubbles</li> <li>Classrooms are arranged so desks face forward,</li> <li>Staff to socially distance to 2 meters from students where possible generally at the front of the class for secondary schools.</li> <li>Staff avoid close face to face contact and minimise time spent within 1 metre of anyone. This will be assessed on an individual basis for those who have complex needs.</li> <li>Unnecessary furniture moved out of the classroom to provide more space.</li> <li>Pupils are given regular reminders about the importance of social distancing and are reminded this still must take place where possible.</li> <li>Biometrics, to be avoided and alternative used where possible.</li> <li>SLT/teachers clearly set out the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is reinforced in registration and included through letters of communication to parents.</li> </ul>	5	2	10	<p>Younger children and those with complex needs are not expected to distance within a group.</p> <p>Wrap around care and specialist teaching groups need to be considered where some mixing may take place.</p> <p>Additional risk assessment may need to be considered for other activities such as practical lessons.</p> <p>If biometrics are to be used careful consideration should be given to sanitising after use.</p>	<ul style="list-style-type: none"> <li>Each year group individual line up area and entrance with stairwell in the academy. <b>RAS&amp;MCC</b></li> <li>Tutors responsible for welcome, overseen by <b>HOY &amp; SLT</b> link. <b>MCC&amp;GAK</b></li> <li>Year 7, 8&amp;9, 10&amp;11 bubbles, specific space in the academy, specific stairwell <b>MCC&amp;GAK</b></li> <li>Letters home re removal of PPE with hand wash stations implemented in arrival locations. <b>KED</b></li> <li>Vulnerable SEND students identified and separate <b>RAS</b> put into place. <b>THA</b></li> <li>Social distancing measures for line ups, movement to bubbles and when in bubbles, distancing actively promoted. <b>MCC</b></li> <li>Heart Space split to support two bubbles whilst maintaining bubbles <b>BRA</b></li> <li>Distinct bubbles created and maintained, staff move only.</li> </ul>

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							Supervision during movement by <b>HOY/SLT</b> link and support staff. <b>MCC</b>
<b>Policies and procedures</b>	Staff/pupils	<p>All school staff and pupils revisit emergency plans and receive further training on;</p> <ul style="list-style-type: none"> <li>• Staff and pupils complete a fire drill/lockdown on return to school.</li> <li>• Academy staff complete fire refresher training.</li> <li>• Staff have completed infection control training on iHasco</li> <li>• Staff are provided with most up to date guidance from PHE and the DFE.</li> <li>• Staff are provided with procedures, so they are aware of what to do if the school has a confirmed case of COVID19.</li> <li>• Staff are provided with information and understand NHS test and trace service</li> <li>• Academy will identify a member of staff responsible for coordinating the COVID19 response and any actions.</li> <li>• Staff must be aware of the COVID19 Response Flow Charts.</li> <li>• Pupils to be reminded daily during registration about COVID19 social distancing and the importance of handwashing.</li> <li>• Staff receive refresher induction training and revisit policies which include. <ul style="list-style-type: none"> <li>Behaviour policy,</li> <li>H&amp;S policy,</li> <li>Infection control guidance</li> <li>Safeguarding</li> <li>Lockdown procedure</li> <li>Fire policy</li> </ul> </li> </ul>	5	2	10	<p>The Academy must add to the flowchart provided by OAT the local HPT telephone number.</p> <p>Parents must be informed of the NHS test and trace service</p> <p>Academy creates shared folder for access to policies.</p>	<ul style="list-style-type: none"> <li>• Staff complete infection control training INSET day 1 <b>MCC</b></li> <li>• Guideline and policies printed and available INSET day 1 <b>MCC</b></li> <li>• COVID 19 staff member nominated <b>RAS</b></li> <li>• COVID 19 Flow Charts printed and circulated <b>MCC</b></li> <li>• Policy refresher CPD <b>MCC/GAK/BRA</b></li> </ul>

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		<ul style="list-style-type: none"> <li>PEEPS are in place for those who need assistance leaving the building in the event of an emergency.</li> </ul>					
<b>Reception</b>	Staff pupils and visitors	<ul style="list-style-type: none"> <li>Visitor reception has a screen in place to protect staff</li> <li>Visitors/parents are advised that any access requests are by appointment only</li> <li>Furniture removed to allow social distancing</li> <li>Social distancing markers located in the reception area</li> <li>Hand sanitisation station is prominent in reception</li> <li>Deliveries/post are made contactless and are not signed for</li> <li>Touch/digital sign in systems are not used by visitors/staff – academy receptionist to manually input information into these systems where possible. Alternative local arrangements made where digital sign in not used. Any manual sign in sheets must be kept safe to comply with GDPR</li> </ul>	5	2	10		<ul style="list-style-type: none"> <li>Compliant</li> </ul>
<b>Fire</b>	Staff/pupils	<ul style="list-style-type: none"> <li>Fire plans are updated to ensure staff &amp; pupils assemble in social groups.</li> <li>Staff and pupils are updated with new fire arrangements</li> <li>Academy ensures that the school still operates with a suitable number of fire wardens</li> <li>A fire drill, applying social distancing where possible, should take place at the earliest opportunity (15.9.20) the muster point has been relocated. If the muster point remains, termly drills should be completed in line with usual procedures.</li> </ul>	5	2	10		<ul style="list-style-type: none"> <li>Fire Marshall documentation and policy review <b>BRA</b></li> <li><b>INSET MCC ROE RAS</b></li> </ul>
<b>Face coverings</b>	Staff	<ul style="list-style-type: none"> <li>Face coverings are not yet mandatory for school staff nationally. It is the view of OPA Leadership and OPA Health + Safety Committee that the academy will purchase a distribute a face shield for each member of staff in order to provide protection for aerosols.</li> <li>OPA strongly recommend that Teaching Staff wear a face shields while teaching, in corridors on transition,</li> </ul>	5	2	10	Following further government advice or during a local lockdown face covering are to be worn in secondary schools for pupils aged 12 and over.	<ul style="list-style-type: none"> <li>Staff Inset guidance / student expectation assemblies and tutor time follow to ensure all understand and follow the OPA rules. <b>ROS/HRA/MCC/BRA /HYA</b></li> </ul>

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	Pupils	<p>on duty, while working with students in close quarters and while supervising suspected COVID19.</p> <ul style="list-style-type: none"> <li>OPA strongly advise that the Facilities Team wear a face shield when in corridors and working in areas with close contact with students in corridors and classrooms</li> <li>OPA strongly advise that the Canteen Staff wear a face shield during food service, when in other close contact with children and when in corridors and while working in areas with close contact with students in corridors and classrooms</li> <li>OPA strongly advise that the Admin Staff wear a face shield when in corridors.</li> <li>OPA will issue each student with a face mask and will be directed to wear it when transitioning lesson and moving around inside the academy.</li> <li>Students and staff are advised how to wear, remove and dispose of face coverings.</li> <li>Hands are washed before and after touching face coverings – including how to remove or put them on.</li> <li>Staff and pupils are aware of how to safely store them, this is in an individual, sealable plastic bag between use. Where a face covering becomes damp, it is not worn and the face covering is replaced carefully.</li> <li>Parents are informed with the updated guidance on face coverings.</li> </ul>				This will be in communal areas or where it is difficult to maintain social distancing. Staff/SLT must be aware of those who may be exempt from wearing face coverings this may involve those who have mental health issues or have certain disabilities.	
<b>Communal areas</b>		<ul style="list-style-type: none"> <li>Social distancing signs and marking are still visible throughout communal areas.</li> <li>Use of staff room is limited and in some cases a rota is in place to avoid area becoming congested.</li> <li>Assemblies take place only within Year Groups.</li> <li>Pupil flow in corridors and use of communal areas to be restricted to social bubble/groups where possible</li> <li>Staff to maintain social distance from pupils and other staff where possible (2m).</li> </ul>	5	2	10	Considering timings of lesson changes and flow around the building of staff and pupils within groups/bubbles	<ul style="list-style-type: none"> <li>Heart Space and Amphitheatre split to support breaks whilst maintaining bubbles. <b>BRA</b></li> <li>Break time and lunch time arrangement– zones for outdoor spaces <b>BRA</b></li> </ul>

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		<ul style="list-style-type: none"> <li>The school avoid creating busy corridors, entrances and exits by scheduling timetables to avoid congestion.</li> <li>Vulnerable students are provided with 'safe space' during Food Breaks via AHOYs</li> </ul>					<ul style="list-style-type: none"> <li>Clearly defined indoor and outdoor space, duty rota in place for FB1 &amp; FB2 timetabled staff to supervise period 4 FB <b>MCC</b></li> </ul>
<b>Catering</b>		<ul style="list-style-type: none"> <li>Water fountains are adapted to 'safe touch'.</li> <li>Corridors and catering areas are supervised during lunch/break.</li> <li>Consideration to marking each seat that can be used, and removing all other seats where furniture allows. For bench style seating each eating space should be made clear.</li> <li>Screens provided where required to ensure food is protected.</li> <li>Consideration to limited menu, pre ordering or packed lunch only in consultation with academy catering team.</li> <li>Touch terminals/cash is not used – a suitable alternative arrangement is agreed with the catering team e.g. cashless payments recorded by a till operator; manual searches for pupil by name instead of using fingerprint</li> <li>Cash top up machines are not used, students to top up account using online methods or via locally agreed procedure.</li> <li>Additional waste bins to be provided to reduce litter and ease disposal</li> <li>Hand sanitiser stations</li> <li>Canteen staff wear face shields and gloves</li> </ul>	5	2	10	<a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a>	<ul style="list-style-type: none"> <li>No requirement for food to be eaten in classrooms, year group bubbles will have designated spaces in the Heart Space and Amphitheatre. <b>MCC</b></li> <li>Canteen <b>WRI</b></li> <li>Layout <b>BRA</b></li> </ul>
<b>Mental health</b>		<ul style="list-style-type: none"> <li>Re-orientation of staff and pupils within the academy takes place.</li> <li>Academy shares with staff, students and parents measures taken to reduce risk</li> <li>Staff can complete iHasco Covid return to work.</li> <li>Counselling service available for staff.</li> </ul>	5	2	10	The PHE, DFE and NHS are hosting a free webinar on 9 July on how to support returning student and pupils wellbeing.	<ul style="list-style-type: none"> <li>Big emphasis on the role of the form tutor and them providing support throughout the day. <b>HOYS</b></li> <li><b>HOY</b> to have heavy presence in year</li> </ul>



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		<ul style="list-style-type: none"> <li>• SLT discusses the implications on staff and pupil workload when the school reopens to minimise stress.</li> <li>• SLT considers reasonable requests made by staff who wish to make changes to their working environment if fits in with Academy need or working hours in the interest of health and safety.</li> <li>• If required, staff can adjust their working hours, as agreed by SLT and to Academy need.</li> <li>• The principal and DSL ensure provision is in place to help protect wellbeing and mental health, and ensure all staff, volunteers and pupils have access to psychological support when the school reopens</li> <li>• Staff and pupil bereavement is managed in line with the bereavement policy.</li> </ul>				<a href="https://www.eventbrite.co.uk/e/dfc-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380">https://www.eventbrite.co.uk/e/dfc-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380</a>	<p>group bubbles and be highly available to support students. <b>MCC&amp;GAK</b></p> <ul style="list-style-type: none"> <li>• PSHE curriculum front loaded with well-being, aspirations, teamwork and goal setting. <b>MCC</b></li> </ul>
<b>Safeguarding</b>	Staff and pupils.	<ul style="list-style-type: none"> <li>• The DSL liaises with the necessary personnel and parents to manage and address any new and ongoing safeguarding concerns relating to the school reopening, e.g. ongoing bullying, social issues etc..</li> <li>• The DSL ensures that adequate pastoral care is in place to support pupils and staff who require it.</li> <li>• The DSL ensures the relevant staff have the appropriate training to support pupils and staff who require pastoral care.</li> </ul>	5	2	10		<ul style="list-style-type: none"> <li>• Use of CPOMS to inform decision making and any further action to be taken. <b>GAK</b></li> </ul>
<b>Practical lessons PE</b>	Staff and pupils	<ul style="list-style-type: none"> <li>• Pupils to be kept in consistent groups.</li> <li>• Equipment cleaned or rotated 48 hours (72hrs plastic) between each group</li> <li>• Contact sports do not take place</li> <li>• Outdoor sports are prioritised or large indoor spaces where outdoor use is not available</li> <li>• Attention to cleaning and hygiene and maximising distancing takes place during sporting because of the way people breathe during exercise.</li> </ul>	5	2	10	<a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a>	<ul style="list-style-type: none"> <li>• Proposed that PE design a suitable curriculum provision <b>MCC</b></li> </ul>

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D&T/Science and Food Technology		<ul style="list-style-type: none"> <li>D&amp;T teachers refer to the latest guidance from CLEAPSS</li> <li><a href="http://dt.cleapss.org.uk/Resource/GL347-returning-to-school-after-an-extended-period-of-closure.aspx">http://dt.cleapss.org.uk/Resource/GL347-returning-to-school-after-an-extended-period-of-closure.aspx</a></li> <li>Consider demonstration activities only and no practical work</li> </ul>				D&T risk assessment is available on Oatnet	<ul style="list-style-type: none"> <li>Engineering and art to be delivered within bubbles CL's to plan accordingly <b>KEL</b></li> </ul>
Music		<ul style="list-style-type: none"> <li>Groups sizes are not more than 15 pupils per group.</li> <li>Pupils are positioned back to back or side to side</li> <li>Instruments are not shared</li> <li>Room used has sufficient ventilation</li> <li>Singing, wind and brass playing does not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul>				DFE is producing further guidance on Music lessons.	<ul style="list-style-type: none"> <li>Consideration of small groups teaching / breakout room teaching / ½ practical and ½ theory when teaching practical music - <b>Music</b></li> </ul>
Curriculum Expectations	Staff and Pupils	<ul style="list-style-type: none"> <li>Education is not optional</li> <li>Curriculum remains broad and ambitious, all children continue to taught a wide range of subjects, maintaining their choices for further study and employment</li> <li>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools continue to build their capacity to educate students remotely, where it is needed. All schools expected to plan to ensure any pupils educated at home for some time are given the support they need to master the curriculum and so make progress</li> <li>RSHE remains compulsory and is delivered</li> <li>KS4 teachers to plan curriculum content and delivery via Ofqual guidance</li> </ul>	1	1	1	<a href="https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2021">https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2021</a>	<ul style="list-style-type: none"> <li>Academy Attendance Policy tightly followed – <b>GAK</b></li> <li>DOFs evaluate and plan curriculum according to guidance checked by <b>KEL</b></li> <li>Remote education / Microsoft Teams training planned for each Year Group over first 3 weeks of term <b>KEL</b></li> </ul>

Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
<b>Infection control</b>	Staff, pupils, visitors, contractors, parents and external agencies.	<ul style="list-style-type: none"> <li>Respiratory hygiene promoted by staff and pupils using the catch it, bin it, kill it, approach.</li> <li>Hands are washed more often than usual; children and staff wash their hands / use antibac sanitiser regularly particularly before entering and leaving the classroom.</li> <li>Where possible tissues are provided for students and staff in each room.</li> <li>Students are encouraged to bring in their own tissues from home.</li> <li>Small children and pupils with complex needs are provided with assistant to clean hands if needed. Skin friendly wipes are also used for those who may have any skin conditions.</li> <li>Younger children are supervised when cleaning hands.</li> <li>2m social distancing applied where possible.</li> <li>Frequently touched surfaces are cleaned on a regular basis using disinfectant.</li> <li>Increased cleaning staff - on site and an enhanced cleaning regime is in place during the school day as well as after school.</li> <li>Hand sanitiser stations are based throughout the academy.</li> <li>Academy ensures they have enough stock levels of sanitiser.</li> <li>Posters displaying handwashing guidelines are located throughout the school.</li> <li>Pupils and staff wash their hands / antibac sanitise when changing activities, changing locations, on arrival to school and when leaving school, this is reinforced during registration each morning.</li> <li>PPE is distributed to staff who provide intimate care for pupils and for cases where a pupil becomes unwell with COVID19 symptoms whilst in school where 2 metres cannot be maintained.</li> </ul>	5	2	10		<ul style="list-style-type: none"> <li>Ensure that all WC's are functional and ready to be used <b>BRA</b></li> <li>Increased cleaning rota in place <b>HYA</b></li> <li>Hand sanitisation time built into the routines of the timetable, ensure that full washing and drying is promoted <b>KEL</b></li> <li>Enhanced cleaning rota <b>HYA</b></li> <li>Medical disposal increased <b>BRA</b></li> <li>Clear communication given to students and parents, using the points from GOV.UK <b>KEL</b> guidance for full opening.</li> <li>Medical disposal and hand wash stations need to be set up. <b>BRA</b></li> <li>Clear entry and departure points for each year group bubble. <b>MCC</b></li> </ul>

Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
		<ul style="list-style-type: none"> <li>PPE provided for staff when working with children or young persons who cough, spit or vomit.</li> <li>Lidded bins are used throughout the academy.</li> <li>Parents are briefed on new provision for the drop off and collection of their children.</li> </ul> <p>Where possible use of school transport is restricted to essential use only and then cleaned after use.</p> <p>Academy identifies an additional isolation room(s) for anyone displaying Covid symptoms.</p>					
<b>Communications</b>	Staff, Pupils, volunteers, visitors, parents and external agencies.	<ul style="list-style-type: none"> <li>The school's website is kept up to date with any information regarding reopening, e.g. dates and local arrangements.</li> <li>Parents are informed via letter about the relevant information regarding reopening the school, including any pick-up and drop-off arrangements.</li> <li>Where a child tests positive parents must advise the school immediately.</li> <li>Parents and their children are encouraged, where possible, to walk or cycle to school.</li> <li>Staff and volunteers are informed through email/letter about the relevant information regarding reopening, including any changes to the workday, e.g. lunchtime arrangements and social distancing.</li> <li>Visitors attend the academy on appointment only. All visitors including external agencies are briefed on infection control and social distancing before attending the academy.</li> <li>Staff are informed of who they can turn to for support and there are several avenues they can follow, e.g. line manager, other senior staff or colleagues.</li> </ul>	5	2	10	<p>Template posters and electronic materials available on OATnet</p> <p>Discourage unplanned visitors or contractors</p> <p>Separate risk assessments in place for contractors and deliveries.</p> <p>Capital works funded by Head Office require a risk assessment being completed as part of the process to raise a PO. Template available on OATnet.</p>	<ul style="list-style-type: none"> <li>Signage and tapings around the academy to be altered and updated <b>BRA</b></li> <li>Taping for year group bubbles <b>BRA</b></li> <li>Heart Space and Amphitheatre need to be portioned in half <b>BRA</b></li> <li>School day shared during INSET day 1 <b>RAS</b></li> <li>Clear social media message and post on website regarding no visitors the academy <b>KEL</b></li> <li>Staff signposting to support during INSET day 1 <b>GAK</b></li> <li>Inform staff symptoms of COVID19 INSET day 1 <b>RAS</b></li> <li>Inform students symptoms COVID19,</li> </ul>

Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
		<ul style="list-style-type: none"> <li>All staff, pupils and volunteers are made aware of the symptoms of coronavirus, what to do if they display symptoms, and if others display symptoms.</li> <li>School consults with staff and pupils who are clinically vulnerable and/or extremely vulnerable.</li> <li>Children and young people are informed to limit what they bring into school and just bring in the essentials and not share equipment.</li> <li>School work with parents, pupils and staff to ensure behaviour expectations are clearly understood.</li> </ul>					tutor time day 1 <b>HOYS</b>
<b>Lunch/break times</b>	Staff/ Pupils/Lunch time supervisors	<ul style="list-style-type: none"> <li>Break and lunch times arrangements to reduce social mixing.</li> <li>Groups stay within their own group and avoid mixing.</li> <li>Outdoor playground equipment must be cleaned more frequently.</li> <li>Students stay inside within their groups during wet weather.</li> <li>'Safe Space' will be provided for vulnerable students via DHOYs</li> </ul>	5	2	10		<ul style="list-style-type: none"> <li>Allows for the maintaining of bubbles and enhanced cleaning that is required.</li> <li>SLT and Staff Duty Rota shared INSET DAY 1 <b>RAH DHOYS</b></li> </ul>
<b>Welfare/Toilet Provision</b>	Staff/pupils	<ul style="list-style-type: none"> <li>Academy identify a maximum occupancy for each toilet facility and operates a one in one out system for using the toilet.</li> <li>Hand sanitiser located outside entrance to toilet areas.</li> <li>Advice on changing room and showers. If used, these should be cleaned after every lesson.</li> <li>Wiping of surfaces is a reasonable approach.</li> <li>Attending school with PE kit on will limit the need to use changing rooms to be reviewed by PE.</li> </ul>	5	2	10	Consider passive monitoring of toilet entrances to help instil good practices.  <a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-</a>	<ul style="list-style-type: none"> <li>Enhanced cleaning rota in toilet areas and PE changing rooms - <b>HYA</b></li> <li>Additional wall hang hand sanitisers fixed to walls near all classrooms - <b>BRA</b></li> </ul>

Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
		<ul style="list-style-type: none"> <li>Ensure sufficient standard cleaning equipment is available in all changing areas.</li> <li>Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.</li> </ul>				<a href="#">Guidance-in-a-PESSPA-Context-FINAL.pdf</a>	
<b>Cleaning</b>	Staff, pupils, Cleaner, and visitors	<ul style="list-style-type: none"> <li>Regular cleaning takes place including but not limited to; <ul style="list-style-type: none"> <li>Door handles and door opening buttons</li> <li>Light switches (carefully)</li> <li>Floors in toilets</li> <li>Toilet seats</li> <li>Toilet flush handles</li> <li>Toilet roll holders</li> <li>Toilet door handles</li> <li>Toilet bowls</li> <li>Wash hand basin taps</li> </ul> </li> <li>Hand contact surfaces, Frequent cleaning is increased especially for touch surfaces.</li> <li>Staff use the most up to date cleaning checklist updated for the pandemic.</li> <li>Cleaning takes place in the Heart Space in between group lunch sittings.</li> <li>All areas that are cleaned are checked to ensure surfaces are dry e.g. rooms are safe to re occupy – no slip hazards.</li> <li>All areas/rooms that are being cleaned will be clearly identified to ensure no one enters the room.</li> <li>Rooms to be cleaned between each groups.</li> <li>PPE provided for staff for cleaning as required.</li> <li>Academies refer to the most update to guidance from the PHE on cleaning.</li> </ul>	5	2	10	<p>Cleaning guidance <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a> The above link is due to be updated</p> <p>All Staff have responsibility for sanitising workstations after use.</p> <p>Teachers responsibility to sanitise classroom between different group use via sanitiser wipes</p> <p>Sanitising wipes to be made available for all staff</p>	<ul style="list-style-type: none"> <li>Enhanced cleaning rota <b>HYA</b></li> <li>Cleaning equipment in all classrooms to be used <b>HYA</b></li> <li>Cleaning in progress signs to be enforced <b>BRA</b></li> <li>All non-essential resources removed from classrooms <b>KED</b></li> <li>All students to have their own equipment no loaned/shared equipment <b>KED</b></li> <li>Single use resources <b>KED</b></li> <li>PE + Music Team design appropriate rota - <b>KED</b></li> </ul>

Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
		<ul style="list-style-type: none"> <li>Staff and pupils have their own pens and pencils that are not shared.</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble are cleaned regularly by teachers, along with all frequently touched surfaces.</li> <li>Resources that are shared between groups, such as sports, art and science equipment are cleaned frequently and meticulously and always between group use, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different social groups.</li> </ul>				<p>PE team to plan a rotation of sports equipment use that facilitates good coverage of activities</p> <p>Music plan rotation of equipment used that facilitates good coverage of activities</p>	
<b>Arrival/Departure to school</b>	Parents/Pupils/Staff	<ul style="list-style-type: none"> <li>Signs are clearly marked on school entrances displaying rules on social distancing.</li> <li>Staff and students who wear face coverings to school remove them before entrance to academy. Pupils and staff are instructed not to touch their face and wash their hands upon arrival. Disposable face coverings are placed in a covered bin and re-useable coverings are placed in a plastic bag to take home with them. Pupils and staff are aware to wash their hands again before entering the classroom.</li> <li>Arrival and finishing times cannot be staggered due to school bus configurations</li> <li>Where available academies use separate entrances.</li> <li>If biometrics are used by staff to access gates/entrances, they will require wiping/sanitising.</li> </ul>	4	3	12	<p>If face masks are worn to school, they must be removed whilst in school – procedure communicated to parents.</p> <p>Arrival and finishing times cannot be staggered due to school bus configurations but use of entry and exit routes and line up to reduce mixing</p>	<ul style="list-style-type: none"> <li>Social distancing signs are in place <b>BRA</b></li> <li>Clear communication via letter, website and social media regarding face coverings <b>KEL</b></li> <li>Wipes by entrance points and staff sign in <b>BRA</b></li> <li>Clear departure routine for students using public transportation. End of day routine supported by all staff <b>MCC</b></li> <li>Antibac hand sanitisers available at PT pick up points <b>BRA</b></li> <li>Canteen staff have routine in place to</li> </ul>

Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
							sanitise biometrics in between each use <b>HYA</b>
<b>Dedicated School Transport</b>	Bus driver, and pupils	<ul style="list-style-type: none"> <li>Sanitiser is used by all pupils upon boarding and disembarking.</li> <li>Vehicles are cleaned more frequently.</li> <li>Organised queuing and boarding take place.</li> <li>Distancing within vehicles where possible.</li> <li>Face covering for children over 11 only where appropriate.</li> </ul>	5	2	10	Academies must work on how pupils are grouped together on transport, where possible this should reflect the social grouping that is adopted within the school.	<ul style="list-style-type: none"> <li>As above</li> <li>Year Group Assemblies / Tutors to discuss safe public transport use 1<sup>st</sup> week <b>KEL&amp;RAS</b></li> </ul>
<b>SEND</b>	Pupils	<ul style="list-style-type: none"> <li>Specialists, therapists, clinicians, and other support staff for pupils provide interventions as usual.</li> <li>Supply teachers and peripatetic teachers move between settings.</li> <li>Contact between staff is minimised where possible.</li> <li>Mainstream teachers have access to free webinars available for staff to attend for supporting SEND pupils returning to mainstream school.</li> </ul>	5	2	10	<p>A separate risk assessment is carried out for SEND pupils. It should also be noted if the pupil routinely attends more than one setting. HCP to be updated.</p> <p><a href="https://www.sendgateway.org.uk/training-events.html">https://www.sendgateway.org.uk/training-events.html</a></p>	<ul style="list-style-type: none"> <li>SEND support continues as usual <b>THA/SENCO</b></li> <li>EHCP to be reviewed/amended if required <b>SENCO</b></li> </ul>
<b>Shielding pupils</b>	Pupils	<ul style="list-style-type: none"> <li>Pupils who are self-isolating due to COVID19 symptoms or have tested positive or have close contact with someone who has COVID 19 do not attend school.</li> <li>If disease rates rise locally pupils shield in line with government guidance.</li> </ul>	5	2	10	Separate risk assessment to be completed for pupils returning to school in	<ul style="list-style-type: none"> <li>Clear guideline to parents via all communication channels stating government rules and expectations regarding shielding</li> </ul>



Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
		<ul style="list-style-type: none"> <li>Pupils who are still shielding are supported with learning at home.</li> <li>The school consults with the parents of clinically vulnerable child if their child will return to school following medical advice.</li> </ul>				conjunction with their HCP.	and symptom display. <b>RAS</b>
<b>Clinically and extremely vulnerable staff</b>	Staff	<ul style="list-style-type: none"> <li>Social distancing measure are in place for those who have returned to work.</li> <li>Extremely clinically vulnerable and clinically vulnerable staff are offered the safest available on-site roles which allow them to socially distance.</li> <li>A separate risk assessment based on the individual is in place.</li> <li>Staff ensure they update academy records with any changes to medical conditions.</li> <li>Return to work IHASCO Covid 19 module is completed.</li> <li>Those who will be working from home are supported.</li> </ul>	5	2	10	<p>A checklist is completed for clinically vulnerable and extremely vulnerable staff returning to work.</p> <p><a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july</a></p>	<ul style="list-style-type: none"> <li>Return to work symptom checklist and controls put into place <b>HYA</b></li> </ul>
<b>Local lockdown</b>	Staff and pupils	<ul style="list-style-type: none"> <li>Advice is sought from the DfE, Health Protection Team (HPT) and Public Health England (PHE) for decisions at a local level.</li> <li>Remote education plans are in place to support students with remote learning.</li> <li>School has a contingency plan in place if the PHE advise that a Year Group or the school closes temporarily to help control transmission.</li> <li>Support for key worker pupils on site with strict social distancing measures in place.</li> </ul>	5	2	10	Inform Head Office on any guidance or requests from Local authorities or regulatory bodies	<p>Principal liaises with LA and OAT - <b>ROE</b></p> <p>Clear communication with school community – <b>ROE</b></p> <p>Keyworker provision organised and execute – <b>KEL&amp;RAS</b></p>

Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
<b>Displaying symptoms of COVID19</b>	Staff and pupils	<ul style="list-style-type: none"> <li>School is aware of how to contact local Health Protection Team (HPT)</li> <li>Each academy has nominated a Covid19 response Coordinator.</li> <li>Staff and pupils are aware not to come into the setting if they have symptoms and must be sent home to self-isolate if they develop them within the academy and are advised to follow <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>If a child is waiting to be collected, they are moved to an isolated room if appropriate for age of the child, windows in the room are opened for ventilation.</li> <li>If a child cannot be isolated, they are moved to an area which is at least 2 metres away from others.</li> <li>PPE is worn by staff if 2 metres cannot be maintained.</li> <li>Staff member dealing the pupil/staff displaying symptoms must wash their hands for at least 20 seconds.</li> <li>The room/area round the person who develops symptoms is cleaned with normal household disinfectant after they have left.</li> <li>If the child needs the bathroom it is separate from others and cleaned and disinfected before being used by anyone else.</li> <li>Staff are aware of how to book a test if they are displaying symptoms.</li> <li>Staff are aware 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. Advice from Track and Trace must be followed.</li> </ul>	5	2	10	<p>Refer to separate OAT Flowcharts – Academy to enter local HPT number</p> <p>As above parents, and carers are informed of the test and trace service.</p> <p>Settings will be provided with a small number of home testing kits.</p> <p>Isolation room identified for a suspected infected person to use.</p>	<ul style="list-style-type: none"> <li>Creation of a COVID 19 safe space with clear policy and procedures <b>BRA</b></li> <li>Displaying Symptoms of COVID19 Flow chart reference in all offices - <b>MCC</b></li> </ul>

Hazards	Who can be harmed	Existing Controls and Working Practices	Estimated Risk following controls (S x L = Total)			Additional Control Measures	Actions (Who, Due Date)
			Severity	Likelihood	Total		
<b>Confirmed cases of COVID19</b>	Staff and pupils	For confirmed cases staff must refer to the OAT flowcharts	5	2	10	Staff must keep a record of pupils and staff in each group and any close contact between other groups but must be proportionate.	<ul style="list-style-type: none"> <li>Compliant</li> <li>Confirmed Cases of COVID19 Flow Charts in each office <b>MCC</b></li> </ul>
<b>Site specific to Academy</b>							
<b>Risk Rating</b>					Medium Risk		

#### Acknowledgements & Signatures

<b>Risk Assessor:</b> By signing this risk assessment, I acknowledge my responsibility as the Risk Assessor for conducting this risk assessment.		<b>Management:</b> By signing this risk assessment, I acknowledge my responsibility as the department management for reviewing and approving this risk assessment and communicating controls and any improvements to staff.	
<b>Risk Assessor Name and Signature</b>  Jane Smith	<b>Date:</b>  2 <sup>nd</sup> July 2020	<b>Manager Name and Signature:</b>  Mark Roessler (Principal + co RA author) Aaron McCulloch (Assistant Principal + RA Author)	<b>Date:</b>  <b>23<sup>rd</sup> August 2020</b>
<b>Review dates:</b> <b>OPA SLT – 24<sup>th</sup> August 2020 / OPA LAB – 25<sup>th</sup> August 2020 / OPA H+S Committee 27<sup>th</sup> August 2020 / OAT – 27<sup>th</sup> August 2020 / OPA Staff – 27<sup>th</sup> August 2020</b> Abridged Version Published to parents - 28 <sup>th</sup> August 2020			

## Guidance

### Severity of Harm from this Hazard

- Total Estimated Risk = Severity x Likelihood
- Hazards with significance factors equal to or greater than 16 or a Severity Rating of 4 or 5 warrants the use of additional controls and an action plan that has been reviewed

Score	Severity / Consequence	Effects
1	NEGLIGIBLE	Negligible injury or health implications with no treatment or first-aid only. .
2	MINOR	No-Lost Time Injury(ies) and no chronic effects, but treatment beyond first aid may be required.
3	MODERATE	Person suffering Lost Time Injury, RIDDOR, hospital treatment or job restriction/business affected by outbreak
4	SERIOUS	Illness resulting in time off work long term/ill health
5	MAJOR	Fatality

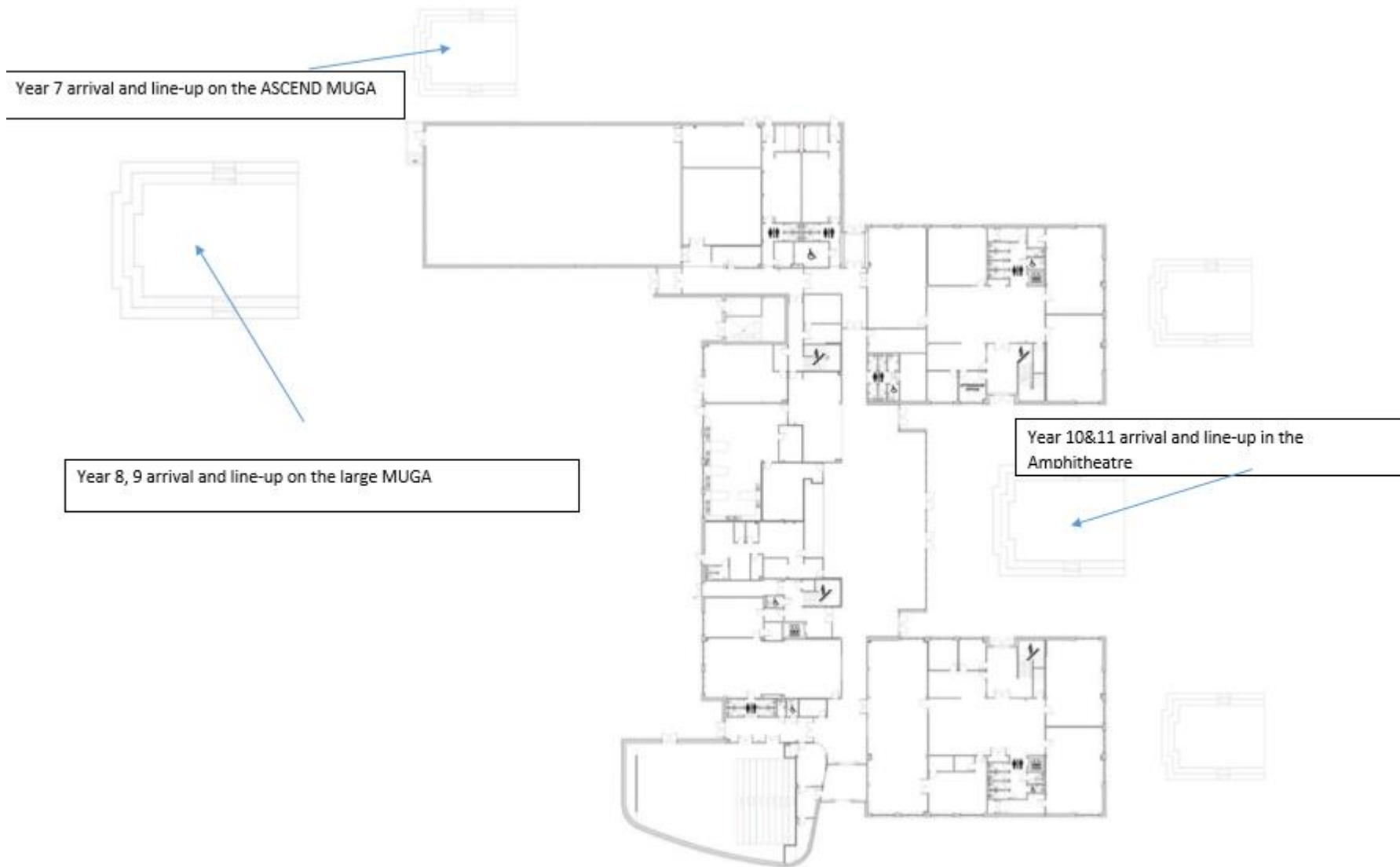
### Likelihood of Potential Exposure to this Hazard

Score	Definition
1	Little or no chance of occurrence; would require an extraordinary combination of factors for the situation to result.
2	Not likely to occur in normal circumstances
3	Possible when additional factors are present but otherwise unlikely to occur.
4	Such an event is known to have occurred and is likely to re occur.
5	Almost inevitable that an incident would result / occurs frequently

Risk Rating		Severity / Consequence				
		1. Negligible	2. Minor	3. moderate	4. Serious	5. Major
Likelihood	1. Very unlikely	1	2	3	4	5
	2. Unlikely	2	4	6	8	10
	3. Possible	3	6	9	12	15
	4. Likely	4	8	12	16	20
	5. Probable	5	10	15	20	25

Rating Bandings		
Low risk (1-6)	Medium Risk (8-12)	High Risk (15-25)
Continue, but review periodically to ensure controls remain effective	Continue, but implement additional reasonably practicable controls where possible and monitor regularly	<b>STOP THE ACTIVITY-</b> Identify new controls. Activity must not proceed until risks are reduced to a low or medium level

**Appendix 1 – Site Map with designated areas for ‘Year Group Bubbles’ arrival, line up and Food Breaks**



## Appendix 2 – Staff Duty Rota

Area	MON	TUE	WED	THU	FRI
<b>Student Arrival</b>					
Bus Drop Off	MAE, RAS, KED, ROW	RAS, KED, HAW	MAE, RAS, KED, ROW, MAE	MAE, RAS, KED, ROW, MAE	MAE, RAS, KED, ROW, MAE
Belhus Park Lane gate	WOO, PAD	WOO, PAD	WOO, PAD	WOO, PAD	WOO, PAD
Nethan Drive gate	GAK, BAR	GAK, BAR	GAK, BAR	GAK, BAR	GAK, BAR
Supervision (Reg.)	MCC	MCC	MCC	MCC	MCC
Amphitheatre	YOU, THA	YOU, THA	YOU, THA	YOU, THA	YOU, THA
<b>FB1</b>					
DP 1 (FBQ B)	BAR, LYO	BAR, LYO	BAR, LYO	BAR, LYO	BAR, LYO
DP 2 (FBQ A)	PAD, HIL	PAD, HIL	PAD, HIL	PAD, HIL	PAD, HIL
Heartspace	RAS, SPG, HYA,	RAS, SPG, HYA, COL	RAS, SPG, HYA, SHO	RAS, SPG, HYA, DUR	RAS, SPG, HYA, GER
DP 7 (Outside Super)	FM staff	FM staff	FM staff	FM Staff	FM Staff
OPA 11 (ONLY Year 11)	THA	THA	THA	THA	THA
DP 6 (Outside Fitness S)	ROW	ROW	ROW	ROW	ROW
DP 8 (Sport Hall entrance)	GAK	GAK	GAK	GAK	GAK
Large MUGA	HOO, MCC, SHR, MAE	HOO, MCC, FAI, MAE	HOO, MCC, COL, MAE	HOO, MCC, HAW, MAE	HOO, MCC, WAL, MAE
DP 4 (Hums entrance)	WOR	WOR	WOR	MOD	MOD
DP 5 (Tec entrance)	MUB	BER	SAM	NIC	AUS
Amphitheatre	KED, HAY, ISA, LIM, YOU	KED, CAN, MAB, YOU	KED, MCA, BRS, YOU	KED, TOB, BRS, MAY, YOU	KED, HEW, BRS, LIM, YOU
<b>FB2</b>					
DP 1 (FBQ B)	BAR, LYO	BAR, LYO	BAR, LYO	BAR, LYO	BAR, LYO
DP 2 (FBQ A)	PAD, HIL	PAD, HIL	PAD, HIL	PAD, HIL	PAD, HIL
Heartspace	RAS, SPG, HYA	RAS, SPG, HYA	RAS, SPG, HYA, SHO	RAS, SPG, HYA	RAS, SPG, HYA
DP 7 (Outside Super)	FM staff	FM staff	FM staff	FM staff	FM staff
OPA 11 (ONLY Year 11)	THA	THA	THA	THA	THA
DP 6 (Outside Fitness S)	YOU	YOU	YOU	YOU	YOU
DP 8 (Sport Hall entrance)	GAK	GAK	GAK	GAK	GAK
Large MUGA	PAA, MCC, OHE, GOP	PAA, MCC, RYA, THG	PAA, MCC, THM, RIV	PAA, MCC, BUA, HAY	PAA, MCC, FAO, MUS
DP 4 (Hums entrance)	WAC	WAC	WAC	WAC	WAC
DP 5 (Tec entrance)	WOR	CSA	WOR	PRH	WOR
Amphitheatre	KED, LIM, HOQ, BRS	KED, ABE, BHA, MOD	KED, OLU, MOD, BRS,	KED, NKA, MOD, REI	KED, LIM, MOD, RAY
<b>Student Departure</b>					
Bus Drop Off	ROW, RAS, KED, NIC, BER, MUS, HAW, NKA, MAE	ROW, RAS, KED, NIC, BER, MUS, HAW, NKA, MAE	ROW, RAS, KED, NIC, BER, MUS, HAW, NKA, MAE	ROW, RAS, KED, NIC, BER, MUS, HAW, NKA, MAE	ROW, RAS, KED, NIC, BER, MUS, HAW, NKA, MAE
Nathan Drive gate	GAK, BAR	GAK, BAR	GAK, BAR	GAK, BAR	GAK, BAR
Belhus Park Lane gate	WOO, PAD	WOO, PAD	WOO, PAD	WOO, PAD	WOO, PAD
Supervision	MCC	MCC	MCC	MCC	MCC
Heartspace	THA	THA	THA	THA	THA

**Appendix 3 – Shadow Transition Duty Rota (TBC)**

<b>Student Arrival</b>					
Bus Drop Off	MAE, RAS, KED, ROW	RAS, KED,HAW	MAE, RAS, KED, ROW	MAE, RAS, KED, ROW	MAE, RAS, KED, ROW
Belhus Park Lane gate	WOO, PAD	WOO, PAD	WOO, PAD	WOO, PAD	WOO, PAD
Nethan Drive gate	GAK, BAR	GAK, BAR	GAK, BAR	GAK, BAR	GAK, BAR
Supervision (Reg.)	MCC	MCC	MCC	MCC	MCC
Amphitheatre	YOU, THA	YOU, THA	YOU, THA	YOU, THA	YOU, THA
<b>Tutor Time-P1 Transition</b>					
Heart Space (Yr11 Stairs)					
Heart Space (Café)					
Amphitheatre					
Humanities Stairwell					
Creative Stairwell					
MFL Stairwell					
English Top					
Maths Stairwell					
Maths Top					
Supervision Stairwell					
Business Stairwell					
Science Stairwell 1 (Top)					
Science Stairwell 2 (Top)					
PE Doors					
<b>Period 1-2 Transition</b>					
Heart Space (Yr11 Stairs)					
Heart Space (Café)					
Amphitheatre					
Humanities Stairwell					
Creative Stairwell					
MFL Stairwell					
English Top					
Maths Stairwell					
Maths Top					
Supervision Stairwell					



Business Stairwell					
Science Stairwell 1 (Top)					
Science Stairwell 2 (Top)					
PE Doors					
<b>Period 2-FB1 Transition</b>					
Heart Space (Yr11 Stairs)					
Heart Space (Café)					
Amphitheatre					
Humanities Stairwell					
Creative Stairwell					
MFL Stairwell					
English Top					
Maths Stairwell					
Maths Top					
Supervision Stairwell					
Business Stairwell					
Science Stairwell 1 (Top)					
Science Stairwell 2 (Top)					
PE Doors					
<b>FB1-Period 3 Transition</b>					
DP 1 (FBQ B)	BAR, LYO	BAR, LYO	BAR, LYO	BAR, LYO	BAR, LYO
DP 2 (FBQ A)	PAD, HIL	PAD, HIL	PAD, HIL	PAD, HIL	PAD, HIL
Heartspace	RAS, SPG, HYA	RAS, SPG, HYA	RAS, SPG, HYA, SHO	RAS, SPG, HYA	RAS, SPG, HYA
DP 7 (Outside Super)	FM staff	FM staff	FM staff	FM Staff	FM Staff
OPA 11 (ONLY Year 11)	THA	THA	THA	THA	THA
DP 6 (Outside Fitness S)	ROW	ROW	ROW	ROW	ROW
DP 8 (Sport Hall entrance)	GAK	GAK	GAK	GAK	GAK
Large MUGA	HOO, MCC, SHR, MAE	HOO, MCC, FAI, MAE	HOO, MCC, COL, MAE	HOO, MCC, HAW, MAE	HOO, MCC, WAL, MAE
DP 4 (Hums entrance)	WOR	WOR	WOR	MOD	MOD
DP 5 (Tec entrance)	SCI 1	BER	SAM	NIC	DR 1
Amphitheatre	HAY,KED ISA, LIM, YOU	KED, CAN, MAB, YOU	KED, MCA, BRS, YOU	KED, TOB, BRS, MAY, YOU	KED, HEW, BRS, LIM, YOU
<b>Period 3-4 Transition</b>					
Heart Space (Yr11 Stairs)					
Heart Space (Café)					

Amphitheatre					
Humanities Stairwell					
Creative Stairwell					
MFL Stairwell					
English Top					
Maths Stairwell					
Maths Top					
Supervision Stairwell					
Business Stairwell					
Science Stairwell 1 (Top)					
Science Stairwell 2 (Top)					
PE Doors					
<b>Period 4-FB2 Transition</b>					
DP 1 (FBQ B)	BAR, LYO	BAR, LYO	BAR, LYO	BAR, LYO	BAR, LYO
DP 2 (FBQ A)	PAD, HIL	PAD, HIL	PAD, HIL	PAD, HIL	PAD, HIL
Heartspace	RAS, SPG, HYA	RAS, SPG, HYA	RAS, SPG, HYA, SHO	RAS, SPG, HYA	RAS, SPG, HYA
DP 7 (Outside Super)	FM staff	FM staff	FM staff	FM staff	FM staff
OPA 11 (ONLY Year 11)	THA	THA	THA	THA	THA
DP 6 (Outside Fitness S)	YOU	YOU	YOU	YOU	YOU
DP 8 (Sport Hall entrance)	GAK	GAK	GAK	GAK	GAK
Large MUGA	PAA, MCC, OHE, GOP	PAA, MCC, RYA, THG	PAA, MCC, THM, RIV	PAA, MCC, BUA, HAY	PAA, MCC, FAO, MUS
DP 4 (Hums entrance)	WAC	WAC	WAC	WAC	WAC
DP 5 (Tec entrance)	WOR	CSA	WOR	PRH	WOR
Amphitheatre	KED, LIM, HOQ, BRS	KED, ABE, BHA, MOR	KED, OLU, MOD, BRS,	KED, NKA, MOD, REI	KED, LIM, MOD, RAY
<b>Period 5-Departure Transition</b>					
Bus Drop Off	ROW, RAS, KED, NIC, BER, COL, HAW, NKA, MAE	ROW, RAS, KED, NIC, BER, COL, HAW, NKA, MAE	ROW, RAS, KED, NIC, BER, COL, HAW, NKA, MAE	ROW, RAS, KED, NIC, BER, COL, HAW, NKA, MAE	ROW, RAS, KED, NIC, BER, COL, HAW, NKA, MAE
Nathan Drive gate	GAK, BAR	GAK, BAR	GAK, BAR	GAK, BAR	GAK, BAR
Belhus Park Lane gate	WOO, PAD	WOO, PAD	WOO, PAD	WOO, PAD	WOO, PAD
Supervision	MCC	MCC	MCC	MCC	MCC
Heartspace	THA	THA	THA	THA	THA

Appendix 4 – Supervision Duty Rota

**SUPERVISION ROTA**

	MON REG	1	2	FB1	3	4	FB2	5	6
ROOM	MCC	LES	LES	NIC	LES	LES	HAW	LES	LES
ON RADIO	RAS	BAR	PAD	MCC/RAS	MCC	KED	MCC/RAS	ROS	THA
	TUES REG	1	2	FB1	3	4	FB2	5	
ROOM	MCC	LES	LES	MUS	LES	LES	WOO	LES	
ON RADIO	RAS	RAS	BAR	MCC/RAS	PAD	ROS	MCC/RAS		
	WED REG	1	2	FB1	3	4	FB2	5	
ROOM	MCC	LES	LES	WOO	LES	LES	BER	LES	
ON RADIO	RAS	RAS	THA	MCC/RAS	KED	MCC	MCC/RAS	ROS	
	THUR REG	1	2	FB1	3	4	FB2	5	
ROOM	MCC	LES	LES	NIC	LES	LES	HAW	LES	
ON RADIO	RAS	GAK	THA	MCC/RAS	KED	BAR	MCC/RAS	MCC	
	FRI REG	1	2	FB1	3	4	FB2	5	
ROOM	MCC	LES	LES	MUS	LES	LES	BER	LES	
ON RADIO	RAS	GAK	RAS	MCC/RAS	KED	PAD	MCC/RAS	GAK	