

Covid Risk Assessment – Commentary for Notre Dame High School

This commentary relates to the risk assessment document produced by the local authority. Helps to apply this risk assessment to our school by highlighting the following:

- The key changes made to the running of school life at Notre Dame in response to the risk assessment
- Any areas where we have different or additional control measures to those outlined in the full risk assessment document
- Any recent changes or updates to the risk assessment are highlighted

Changes to 'normal school life' at Notre Dame in response to the Risk Assessment

This is not an exhaustive list but summarises the main changes to 'normal' operation and the reasons why they have been made.

Attendance + Track and Trace Procedures

- We have a team of people identified and trained on attendance, tracking and tracing. This team work to a system designed in response to PHE guidance, which is regularly reviewed and updated as guidance changes. They maintain records, identify and communicate with contacts (in the event of a positive case) and liaise with local PHE and the DFE.
- Regular communication to parents includes reminders that students should not attend school if they have Covid symptoms, have people in their household with symptoms or have been identified as a contact of someone who has tested positive for Covid. Students and staff are reminded to be more cautious than normal attending school if they are unwell with symptoms other than cough, temperature or loss of sense of smell/taste, recognising that there are some 'non-typical' Covid symptoms.
- We keep records of seating plans for all lessons and for the dining room along with records of how students come to school and get home. These are used to identify contacts in the event of any member of the school community testing positive

School Day

- Form time at the start of the school day. Allows for check in and key reminders about Covid safety measures
- Duty staff at the start of the day keep students moving to their form rooms, reminding them and supervising them washing hands on their way.
- Assemblies are happening remotely
- Rooming organized so that students move as little as possible. This reduces opportunities for crowding during lesson changeover. Teachers are moving rooms rather than students.
- One way system revised to minimize the chance of large groups of students forming in 'pinch points'
- Year groups are 'zoned' in different areas of the school so that there is little opportunity for students from different year groups to mix during the school day. This helps to create year group 'bubbles'

- Break times and lunch times are staggered to maintain separation between different year groups and to reduce the number of students using social spaces at any one time. This supports distancing and spacing of students.
- There is staggered dismissal at the end of the school day. Students who are getting school busses wait in designated classrooms, along with students in the same year group who catch the same bus. They are supervised by duty staff. This helps to reduce crowding and mixing of students who would not otherwise mix. This includes being able to load students onto buses within year group bubbles.

Rules and procedures

- Face coverings must be worn by staff and students when inside buildings, including classrooms, with the following guidance:
 - This will be supported by encouragement and routine. At form time, form tutors will ensure that face coverings are on for all who are not exempt. Reminders will be part of the lesson start and lesson finish routine.
 - School will keep a small supply of spare face coverings for students who have lost or forgotten them.
 - As part of our 'return to school' reminders we will remind students about the correct way to put on or remove face coverings, about disposal of disposable coverings and storage of re-useable coverings.
 - Face coverings can impede communication and this can be a particular problem for some individual students with additional needs round speech and communication. For this reason, teachers can remove face coverings when teaching while at the front of the classroom, when they will be at 2m distance from students. At all other times, teachers should wear face coverings in the classroom, remembering to sanitise their hands before and after removing the face covering and ensuring that they do not touch the front of the covering.
 - Face coverings should not be worn when students and staff are engaged in strenuous physical exercise (such as PE). When inside, care must be taken to allow for distancing.
 - Face coverings will clearly not be worn in the dining room while students are eating. Other measures are in place to mitigate the risk (Students sitting in a seating plan, facing in the same direction, staggered lunch times to keep year group bubbles separate, cleaning of all tables between year group bubbles)
 - Some students are exempt from wearing face coverings for medical reasons. Some additional needs (including very high levels of anxiety) may make it difficult for students to wear face coverings at all times. For this reason, we need to be sensitive in the way we encourage compliance:
 - Form tutors will speak to students who are not wearing a face covering. If they can help resolve an issue so that the student will wear the face covering, they will do so. Where the issue cannot be resolved or the student is exempt, then the form tutor will put a note in their journal so that teachers in lessons can easily check without having to challenge the student. 6th form students who do not need to wear a face covering will have a sticker which they will put on the reverse of their lanyard badge, so that they can show it to teachers in their classrooms.

- On corridors, staff can give general reminders to keep face coverings on and wear them properly, but should not challenge individuals as they are likely to be exempt.
- Students and staff wear face coverings in the 6th form common room. Staff wear face coverings when on duty inside buildings (e.g. dining room) and when attending meetings in person.
- Behaviour policies amended to reduce use of the student support room. This is both in response to increased anxiety by students and to avoid mixing of different year groups.
- We are using a bigger area for the fire evacuation assembly point so that students and staff can be more spaced out.

Physical Environment

- We have additional hand wash basins for students to access; Duty staff remind students to wash their hands before going to form time at the start of the day and at the beginning and end of break times and lunch times.
- We have cleaning materials i.e. hand sanitiser and wipes, in classrooms and other key areas i.e. outside toilets, in the dining room, at Reception etc; The guidance has now changed to say that hand sanitiser can be used as an alternative to hand washing with soap and water. To promote as much compliance as possible, teachers should remind students to sanitise their hands when entering and leaving a classroom. Teachers should also do this themselves
- Teachers should wipe down the teacher desk and equipment before use.
- We have additional cleaning staff working throughout the day to support with increased cleaning requirements i.e. toilets, dining room etc; There is a cleaning rota informed by level of use of facilities at different times of the day.
- We have the dining room set out so that all students are allocated the same seat daily and sit facing away from each other, in one direction, facing forward;
- Classrooms are marked to show an area in which the teacher can operate so that they remain at least 2m from all students during lessons
- Classroom windows are opened during lessons – this is not new guidance, but has been strengthened and emphasised in the revised guidance.
- Windows in offices and workrooms opened when there is more than one member of staff present
- Staff rooms, offices and workrooms laid out so that staff maintain distance. Signage in place to remind staff to maintain distance, keep rooms well ventilated, wash hands/sanitise and wipe down shared touch points before and after use

COVID Lateral Flow Testing

- All members of staff are encouraged to use the lateral flow testing kits, available through school, for twice weekly testing.
- All students have been encouraged to come into school for lateral flow testing before re-starting lessons in the week beginning 8th March. We will run 2 follow up tests in school for all those students. Following 3 in school tests, students will be given home testing kits to test twice weekly.
- Students and staff should only use lateral flow tests if they do not have symptoms. Any student or member of staff who has Covid symptoms should begin isolating and book a PCR test.

- In information sent out to students and staff about testing, we will remind everyone that testing is just another layer of protection and will not help to reduce the chance of virus transmission on its own. All other measures remain as necessary as before.

Staff working practices

- All members of staff are invited to complete an individual risk assessment with their line manager where they believe that they have additional risk factors to consider
- These risk assessments have been reviewed prior to the re-opening of school to all students on 8th March
- Line managers have established rotas for staff working from home wherever and whenever this is possible
- There has been reorganisation of offices, in connection with the plan for working from home, minimising the time spent by staff working together in offices.
- While other lockdown restrictions remain in force, staff meetings should continue to be conducted remotely.

Areas of the risk assessment where we have school specific, additional or different control measures to those outlined in the full risk assessment

If someone develops symptoms while in school

- A member of staff who develops symptoms while at school should alert the cover line and their line manager by phone and then leave the school site as quickly as possible.
- Students are sent to the medical room. If they have symptoms, they are escorted to an un-used office above school reception where they can wait until someone can collect them
- Cleaning staff are alerted (by medical room staff or line manager in the case of staff members with symptoms) so that areas of school where the symptomatic person has been can be cleaned
- Medical room staff have access to additional PPE if they are not able to maintain distance from the symptomatic person
- The toilet next to the small office in St Joe's has been identified for use by anyone who is symptomatic and is waiting to be collected.

Use of classroom Resources

- Students' exercise books will be left in school, unless there is clear educational value and purpose to taking them home by the student (eg for revision purposes, where material cannot be accessed online) or by the teacher (eg purposeful marking of work that cannot be achieved through adopting any of the alternative strategies listed below.)
- Where equipment such as mini whiteboards, and keyboards are shared between different groups, students will wipe them down (wipes available in classrooms) before and after use, and use hand sanitiser.

- Scanning and projecting pages from textbooks can reduce their usage.
- Marking and feedback will be adapted in the following ways;
 - Verbal feedback used in the classroom, in response to student work on whiteboards, and through questioning in class.
 - Use of prompt sheets and success criteria displayed on the visualiser or on PowerPoint slides for students to check their own progress against.
 - Self-assessment of work, guided by teacher modelling, following worked examples, and whole class feedback, and through provision of checklists.
 - Online quizzes which give instant feedback on gaps in knowledge
 - Use of the classwork feature on SMHW, to enable students to submit work electronically, enabling quick checks during the lesson, followed by verbal feedback to support next steps.
 - Use of online submission on SHMW for extended pieces of work, so that personalised feedback can be received electronically.

Meetings of the governing body

- All meetings of the governing body are taking place remotely

Transport

- Students wear face coverings on school busses. This is checked by duty staff before students board busses at the end of the day. We liaise directly with bus companies to address any concerns raised about following rules on bus journeys.
- The school minibus should only be used by one driver and leaving the seat behind the driver free. This allows for 14 people. Face masks should be worn by passengers and windows opened to provide ventilation dependent on weather conditions.
- Staff supervise the loading of the public bus 120 on Fulwood Road where students have to queue for more than one bus alongside other school students and members of the public

ITT Trainees

- SCITT trainees are on placement in school from 21.09.20. Trainees attended the training day on 01.09.20 to ensure they have been fully briefed on the risk assessment.
- Trainees stay 2 metres away from students when they are observing lessons and form time, and maintain social distancing from mentors, and other staff during training sessions.
- SCITT trainees have received training from DSL on KCSIE 2020 and Safeguarding training/induction at Notre Dame
- The QA Process for the SCITT is being held remotely, through Zoom Meetings to reduce the need for lesson visits from QA Leads.

Curriculum

- Planning for high quality remote education has been built into the training plan for teaching staff, with department meeting time allocated specifically for this. Curriculum Plans for each department are available for students and parents to access on the school website. These outline what students are learning about in school and how they would access this if they are working from home at any time. They include details about how students will interact with their teachers, how they will cover new learning, retrieval work, and the activities they will complete.
- Training has been informed by the recommendations from the Education Endowment Foundation on effective remote learning, advising teachers to use the planning framework in their approach (activate prior knowledge, explain new learning, allow for student practice, give feedback, and facilitate review and reflection from students)
- Form time materials have been developed so that students understand how to use SHMW (Satchel One) and Microsoft Teams, as platforms to support their remote learning.
- Staff have access to support through training offered. Curriculum champions are in post to support with this.
- The teaching and learning team are working with departments to revise planning in time for the reopening of school to all students on 8th March. Wherever possible, the default will be to continue to use Teams to share teaching and instruction for lesson activities in all lessons, so that students can access work when isolating without teachers having to plan anything different. Where this is not possible, departments will develop manageable alternative plans.
- Home Learning Curriculum Plans are in place and will also help to direct students to what they will be learning should they have to isolate. They will include links to relevant resources.
- Pastoral staff are identifying key people who will check in with and support students who have struggled to engage with home learning or who have needed extra help during lockdown. Part of their role will be to check in proactively should any of these students have to isolate at a future date.

Visiting Teachers

- Visiting peripatetic teachers are complying with the school's arrangements for managing and minimising risk.
- The Salle is being used for one to one Music lessons, in addition to the usual Music rooms, to allow for more space, and appropriate social distancing between students and peripatetic teachers.