

The Langley Academy (TLA) Coronavirus Risk Assessment February 2021

The Arbib Education Trust Risk Assessment Principles are as follows:

1. We will take into account advice and guidance from the SoS (including evidence against the 5 tests established by COBRA) DfE and unions, which will include the monitoring of the R rate nationally and cases per 100,000 locally and will only re-open if the evidence presented supports the view that our schools are safe to open.
2. Any decision to re-open will be agreed by the Headteacher and Executive Principal after consultation with the Chair of the Trust. Where possible time should be allowed for the Chair to consult trustees if she believes it is practical to do so.
3. Any Risk assessment amendments would be communicated to staff and consulted on prior to re-opening.
4. These principles will be applicable for re-opening or closing our schools.
5. We will review our Risk assessment weekly and prior to the current suggested date of school return, Monday 8th March.

As set out by the government, TLA opened to all students from the start of the Autumn term, September 2020.

The following routine actions for staff and students continue to contribute to reducing the likelihood of COVID-19 transmission, and the severity of the impact:

- [Washing hands](#) more frequently and for at least 20 seconds, using soap and water, or hand sanitiser where soap and water are not immediately available;
- Ensuring good respiratory hygiene by coughing or sneezing into tissues before binning them; 'catch it, bin it, kill it' approach
- Avoiding touching the eyes, nose or face;
- [Cleaning](#) and disinfecting regularly touched objects and surfaces using regular cleaning products such as anti-viral products and bleach;
- Ensuring that if staff, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home and follow guidance on [household isolation](#);
- Ensuring that if staff or pupils are at higher risk of illness from COVID-19 because they are clinically vulnerable (i.e. eligible for a flu vaccine) or extremely clinically vulnerable (i.e. shielding), they are supported to stay at home and follow guidance on [social distancing](#) or [shielding](#) as appropriate;
- Following government advice and guidance on actions for schools fully reopening: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

If the above advice is followed carefully, any risk of transmission in schools will be greatly reduced.

From September 2020 when attendance was mandatory and we expected all students to be on site, the following was undertaken:

- Grouping students together in year group 'bubbles'.
- Avoiding contact in school between these groups, with staggered times for breaks/lunches, starts and finishing times.
- Test and Trace in place for schools.
- Regular cleaning and hand sanitisation.
- Masks to be worn at all times apart from when seated in a lesson or eating. Those with symptoms to stay at home and engage in appropriate test and trace

- Students to sit facing the teacher wherever possible
- No big group/mixed year group events.

To maximise social distancing everyone on site must ensure the following:

- Avoid contact with anyone with symptoms
- Minimise contact with others
- Desks/seating should be facing one direction, the front of the classroom
- Display social distancing information appropriately for all

From January 2021 we returned with children of critical workers, vulnerable students and those who are struggling with remote learning.

The only things that changed from the above due to limited numbers on site was staggered start times.

Academy Opening Considerations

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This is a working document and will include the latest information and guidance as it is given over the coming months

1: Safeguarding

Consider:	Response:
What additional risk assessments/amendments need to be in place for safeguarding of pupils – what these will look like for setting/schools and pupils (individually identified vulnerability)	Routine safeguarding will be in place with full student attendance. As students return there may be an increase in the number of vulnerable students. Staff will follow routines for reporting. Full staff training took place 01.09.20 and regular updates are delivered.
How has the safeguarding policy been reviewed and amended in light of the current situation?	Ongoing amendments as deemed necessary
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?	In place
What could the specific issues be for your school?	Issues likely to emerge as we return. We will respond as necessary. We have good contact with SCS.
How are you ensuring that someone is responsible for ensuring the policy actions are completed?	Ongoing oversight of HT, EP and DSLs.
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	Yes
How are you making sure that someone is responsible for continuity in safeguarding leadership?	DSL and safeguarding team – liaising with HT and across the trust. Weekly and ad hoc as needed contact with SCS.
How might you ensure a trained DSL is available, in-person, by phone or video link when required?	Full safeguarding team: always available. Dedicated email address supports out of hours.
Is there a nominated senior leader to be the onsite safeguarding lead?	Yes
Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?	No changes
Are leaders aware of changes there may be for contacting/referring to the MASH team or other external services?	Yes
Are leaders aware of changes there may be for contacting social workers?	Yes
Are all who need to, aware of which children have social workers and how to contact them?	Yes
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?	Yes

Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?	Remote safeguarding practices are in place, monitored and reviewed.
Who is ensuring emergency numbers and alternatives are kept up to date?	Admin team
How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?	DSL, Year leads and SENDCO are responsible for this which is being monitored by Pastoral DHT.
How are you keeping track and recording which staff are onsite daily?	Normal attendance/absence routines for teaching and support staff.
How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?	Ongoing input through briefing and CPD. Ad hoc support can be requested through HR.
Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?	Remote teaching guidelines developed, shared and updated. Safeguarding best practice regularly shared with all staff re pupils accessing home learning

2: Premises

Consider:	Response:
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	Entry through different gates and at specific times for each year group. Break times staggered.
How will the entry and exit be supervised and labelled/marked out including appropriate signage?	Students and parents informed in advance. Clear signage. Adequate staff presence/duty.
Has the school site been measured to ascertain what the maximum capacity/proportion of pupils that can physically be in school at any one time with the social distancing applied?	Desks have been rearranged to face the front in all classrooms wherever possible.
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	Yes
What is the availability of current staff and what will need to be increased to accommodate increased demand?	We are fully staffed and able to manage both on-site and home learning programmes. Seating arrangements for support staff has been reviewed and agreed.
Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered – staff need to communicate the time scales for this to be in place.	Yes
How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional ‘deeper’ cleaning needing to take place?	Stock management is good.
How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?	Clear expectations shared. Separate outside spaces allocated to year group bubbles. We have adapted and will monitor the use of entry/exit points and outside areas.
How will classes be set out to ensure all pupils can follow social distancing effectively?	Following guidance to seat students facing the front.

<p>What areas are safe to be used by pupils for different purposes than the school premises were used for previously to achieve better social distancing?</p>	<p>Each year group will be taught in a bubble of classrooms. Classrooms will no longer be used for subject specialisms. Eg. English may be taught in a lab. The majority of lunches will be eaten in classrooms.</p>
<p>Have leaders considered a premises risk assessment if any cases of COVID-19 occur? What will happen and who will be responsible for overseeing this/doing this?</p>	<p>Anyone feeling/displaying any symptoms will be sent home immediately. They will be held in isolation if they need to be collected.</p>
<p>Have leaders looked at premises use for lettings to make decisions about whether these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents)</p>	<p>Currently there are no lettings, this will be reviewed in line with Government guidance.</p>

3: Health and safety

Consider:	
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	Working in line with guidance. EG risk assessment includes COVID related considerations and on site Covid Test risk assessment.
How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?	The Arbib Education Trust Health and Safety Policy has been revised and will be reviewed at the Health and Safety Committee at the end of January. It will be shared at a later point with the Business Committee.
What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?	Teachers and support staff were given time during September and January Inset to prepare and continue to have time before and after school. This will be reviewed at each stage of closure/reopening.
What are the PPE needs for the staff at school? Consider contact and risk assess?	As per guidance. PPE for staff in the classrooms. Staff who have to assist anyone who feels unwell will use a mask and gloves. We will continue to review the need for PPE for staff and students following guidance. All staff and students use masks when moving in the corridors and open spaces of the Academy at all times.
Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and staff attending? Risk assess and gain support where required.	Yes.
Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, possible temporary halt to re-opening process.	Yes. Follow DFE guidance, decision to be made case by case by ALU Monitor for external changes, e.g., local lockdown
What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?	We will review provision throughout until such time that the risk is removed.
How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school moves through the phases and pupil attendance changes?	Trustees/LGB/HT and EP all review the RA with the HTs and EP reviewing it constantly in line with guidance and changes in that guidance.
How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	Staggered entry and exit times and points in place when all students are on site.

<p>Have leaders checked the building and grounds for health and safety issues?</p> <p>Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school building has been closed for a period of time)</p>	<p>Yes.</p> <p>All tests carried out.</p> <p>Full evacuation carried out successfully December 2020</p> <p>We will continue to carry out as per requirement with the cohort we have on site.</p>
<p>What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?</p>	<p>Constantly outward facing to ensure we are in line with current practice.</p> <p>Ongoing review. EP site visits, sharing of best practice with SASH schools, discussions with unions, advice from NGA, ASCL etc</p>

4: HR

Consider:	
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?	Normal absence procedures to be followed. Staff to ensure they are aware of the guidance COVID related concerns. Test and Trace to be used.
How are leaders ensuring there is a communication link with staff who are shielding so they are supported and their situation is monitored to ensure their well-being?	HR/LM regular contact. HR to signpost external support where required.
Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?	Yes
Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?	Yes. Trust wide bereavement policy updated and shared May 2020. Bereavement training undertaken by a range of staff.
What support is offered to staff through the local authority/trust to help staff who are anxious and/or concerned?	HR in the first instance and to signpost external support where required.
Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?	No plans to pause this. We will follow our SD policy as normal using evidence of performance pre-covid and during covid to support any pay decisions.

5: Governance

Consider:	Response:
How are governors involved in the discussion and planning for the school opening/partial opening?	Full communication with Trustees and Governors throughout. Trust and EP site visits carried out to approve arrangements.
What are governors able to do to support leaders during the various phases of opening/partial opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?	RA will be shared with LGB for feedback/comment/questions throughout the process of lockdown, partial opening and full re-opening
How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities?	Timely communication with all stakeholders.
How involved are governors in communicating with parents and the school's community?	Trust wide letters to staff.
Are governors able to work with leaders to review what is happening on a regular basis?	Yes.
How will governors know that the plans they have participated in are being followed and adhered to?	EP and HT feedback.
How will governors evaluate the impact of their work to open the school? What ways can this be achieved that would not cause additional work?	Meetings and visits to be calendared in term time.
What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?	Meetings held part remotely until all risk removed.
How are governors ensuring they are providing support to leaders in this current situation?	Through work of EP. Email/phone contact. Remote meetings.

6: Staffing/well-being

Consider:	
How are leaders going to communicate and consult over the plans for the opening of the school?	Staff briefings and emails and team/union consultation.
How will staff keep themselves safe and be kept safe?	Follow national guidance outline in routine actions included in page 1 of this document.
How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	HR and other established systems of support: Teams, School counsellor. Clear messages to staff, in briefing, about how to communicate needs. Buddy schemes and wellbeing sessions being offered to all staff.
What minimum staffing will you require on a daily basis with the model of phases of pupil entry leaders choose?	All staff will be required when fully open. Staffing number are reviewed regularly depending on the weekly situation.
What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?	We will have to review the use of supply teachers/support staff in the case of absence. Avoiding use of agency staff.
What support will staff require to effectively manage the return of pupils to school?	Safeguarding. CPD on: moving around throughout the day – teaching in non-specialist rooms. Blended learning.
How will staff working arrangements be different and how will you involve them in this process?	Teachers will not have their own rooms. They will have to move multiple times in the day. Leadership will monitor and support. Support staff may be required to work in different offices/support roles. Open communication of need.
What is the staffing capacity to support while increasing numbers of pupils attend school – consider how this will led/overseen?	Reviewed on going as above.

7: Phased return of pupils - not currently applicable but relevant to when we do next return

Consider:	Response:
Who are the children that will need continued shielding and what will be the provision for them?	As per DfE guidance
What do leaders think will be more difficult or not possible to do in school due to social distancing rules? What is the rationale behind this decision? Are there alternatives that could be considered for now and/or in the future?	Full practical curriculum will be compromised due to year group zoning.

8: Vulnerable (FSM/SEND/Specific identified pupils/groups)

Consider:	Response:
While schools are closed, have families accessed support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?	Yes. Continued to offer (food parcels and) vouchers at least in line with the national offer.
How are pupils currently shielded being supported? What will this look like while working through the phases of opening/partial opening?	Ongoing review of numbers shielding. On-line Teams support with LSA breakout groups as necessary.
What support will families require? Can this be from within, or are external agencies needing to be planned for and planned in for different phases of opening?	Clear communication of expectations, routines, safety measures taken. Reassurance/support to be given as needed.
What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)	NG year 7 housed in a different room to usual base. LSAs will have to support at a distance in the classroom, in line with guidance. HRB student needs were reviewed by team at the start of term and ongoing. Many are currently in school as a direct result of the additional support provided.
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?	SENDco to advise on need and support in line with guidance.
What arrangements have been made with the local authority to ensure the EHCPs are picked up and continue?	Regular communication re required support, next steps and compliance.
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?	Yes.
Will leaders have a phased or separate return day for those pupils more likely to find transition back to school more difficult?	Continual monitoring of students. Transition needs considered.

9: Curriculum Home/School

Consider:	Response:
What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively?	Regular Time given for curriculum review in faculties . Use of MSTeams/live lessons allows for continued curriculum delivery. HT1 will assess student needs.
What school routines could be transferred remotely – assemblies in small groups; group discussions etc?	Adjusted HT programme to shorter time. Included assembly delivery. No enrichment or prep until further review.
How will learning be developed so it improves virtually for all?	We continue to review and improve our use of Microsoft Teams, via faculty champions.
How will pupils’ behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised?	RSLs and all staff work to support students and ensure expectations are clear. Letters home request parental support with routine expectations.
Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent for your school (from this plans/actions to look at what actions to be taken from this)	Time given 01 – 03.09 for curriculum review is ongoing. Careful planning for maximum use of allocated tuition funding.
How will pupils’ learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?	PSHE and House tutor time, as well normal lesson delivery allows students to contribute their personal experiences. Student surveys undertaken and reviewed. Feedback from staff will be reviewed.
What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of opening?	Ongoing action of an adapted curriculum. Outward facing in our approach to this. Practical subjects adapted to non-specialist classrooms and reduced use of equipment. Eg, purchase of alternative resources/front loading non-practical work/avoiding contact sport.

<p>Have leaders reviewed the school’s typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, ‘leaving’ events, residential visits, parent evenings, sporting events. How can these aspects be achieved differently?</p>	<p>All events from Autumn term were cancelled. Continue to monitor and take advice and review accordingly. We will have virtual events when it is not possible to do them live, e.g. Open Evening and parent evenings.</p>
<p>How will the curriculum be adapted and communicated to parents to meet the needs of pupils – emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school?</p>	<p>Appropriate communication with parents when curriculum was adapted or if any changes needed. E.g. on website.</p>

10: Communication - pupils

Consider:	Response:
How are leaders/staff evaluating pupils' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?	Learning from surveys used appropriately. Usual methods of ongoing support in place, with updated COVID guidance for information.
What contact will staff have with pupils to share expectations for return to school?	RSLs will communicate with their year groups throughout closure.
How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition through the phases of the opening of the school?	House tutor. Student council. Survey monkey. Feedback from informal discussion.
What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate and provide alternative ways for pupils to share and express their thoughts?	Opportunities being developed over the coming months eg through curriculum subject areas, PSCH, assemblies, House Tutor, external speakers, student forums, Place2Be feedback.

11: Communication - parents

Consider:	Response:
Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements opening over phases?	Continue with letters, texts and website updates as standard. RSL year group email to parents.
Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?	Letter communicating government guidance.
How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?	Tracking as normal – in line with guidance. Phone calls and possible supported visits for those in need. RSLs and Asst RSLs to have view of non-attenders/concerns. Liaise with attendance officer. Engagement tracking in place.
How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic,	Letters to parents. SMHW. (Show my homework) Emails from RSLs/HT. Assemblies. Lessons.

12: Transition of pupils

Consider:	Response:
Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings?	Good remote transition was undertaken.
How are leaders ensuring pupils' transition into sixth form and further education settings are considered? What are the transition arrangements and how are pupils/students informed?	Programme being adapted.
Have leaders considered what will happen following any guidance about how pupils will move on or transition to their next academic year?	Yes.
What does the transition from home learning to school learning look like in your school, for your pupils? Have leaders considered consistency and expectations that are appropriate for the context of families' capacity (albeit because they are working; more than one child at home to home school etc) to support at home?	All staff share expectations on: <ul style="list-style-type: none"> • Attendance and punctuality • Learning (on site and remotely where required) • Uniform
How will staff be supported to transition between home/school planning and teaching?	Inset days/meetings/CPD will allow for team planning and discussion of challenges.

13: Finance

Consider:	Response:
Is there a business continuity plan that can be adapted to reflect the changes and the phases of opening?	Yes; subject to further development
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM?	Spreadsheet of additional costs, covering a range of areas. Ongoing updates.
Are leaders aware of the delays and cancellations of some financial returns?	Yes
Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc	Working with Accent to adapt provisions. Adapted re. Community Use
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased opening of lettings?	Yes
Are there financial implications for transport to ensure social distancing arrangements are upheld?	No
Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?	Yes. , particularly if we move to a wave 4. Current concerns re costs attached to covid and loss of income through lettings and catering.
Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?	Yes.

14: COVID-19 considerations/social distancing measures

Consider:	Response:
Have leaders considered and voiced their views with stakeholders for discussion the reality of social distancing in the context of their school based upon the size of the school and the care needs of pupils?	In line with guidance we planned a full return. The guidance will continue to be monitored very carefully.
How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	Year group zones, entry points and times to support social distancing.
How will a school day be managed to ensure social distancing for example, breaks, lunchtime?	As per HT letters on website.
How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?	We must now follow the usual processes related to student attendance. We will endeavour to support parents with their concerns.
What learning has there been about COVID-19 at home to prepare pupils for return? How can this be supplemented by school information?	Communication between home and school throughout.
Following risk assessment, what PPE is required to ensure staff safety? (see health and safety)	We have: Screens for 2 public facing desks. Standalone sanitisers. Anti-viral spray and sanitiser and tissues available in every classroom. Masks, gloves and aprons for first aiders. Visors. Thermal thermometers for temperature testing. Tape to impose SD. Doors will be wedged open to reduce touching as far as possible. We must consider how students interact with support staff in the main office for the impact on those based in there. Desks to face the front of the classroom. Teachers to remain at the front of the room.

Consider:	Response:
Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this?	Parental letter and staff briefing outlines expectations of anyone experiencing any symptoms. Registered for employee testing, Test and Trace to be used. Mass testing programme in place.
Has the emotional impact upon staff and pupils been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?	Yes. We have worked with all stakeholders on well-being and mental health. Surveys were undertaken to support understanding. We have signposted our Place2Be provision, school counsellor, Employment Assistance Programme and we have a Trust Well-Being and Mental Health policy and action plan.
How will the curriculum offered change to meet the personal, social and emotional needs of pupils giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?	This will be managed through the House Tutor programme and as we develop further intelligence/information on each child as they return.
What will leaders need to consider in order to establish a 'different' day-to-day routine and way of schooling while COVID-19 is a threat?	Leaders will constantly review the routines, including talking to all stakeholders for their feedback

Review/evaluation stage:

It may be this will inform a future planning process which reflects what the academy may/will be like post pandemic.

Considerations:	Actions needed:	Risk considered/support required:
<i>Rather than think about how to 'get back' to what it was, does it have to be considered what will be different?</i>	Our AIP 2021 will address recovery.	

Useful additional documents and links for reference:

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

Date of review: 26/1/21

Reviewer: Alison Lusuardi, Headteacher