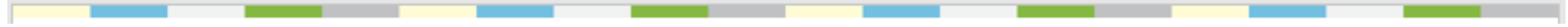


# Risk Assessment for Kirkburton Middle School

V7 7/01/21

## Public Health Advice to Minimise Risks for full school opening September 2020

Aspect:	Trust Wide actions/considerations – Schools should RAG these when in place	School specific actions – actions should be allocated and time stamped.	Who?	By When
<p>The system of controls:  <b>PREVENTION: STEPS TO TAKE</b></p>	<p><b>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</b></p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home. Put in place a procedure for anyone becoming unwell.</p> <p>Procedure for anyone becoming unwell would be:</p> <ul style="list-style-type: none"> <li>-use radio to alert the school office, first aider to collect from classroom pupil to be supervised in the corridor and taken to the isolation room by an adult wearing PPE.</li> <li>-contact made with family to arrange collection from school as soon as possible</li> <li>-family directed to ring 111 and book testing</li> <li>- signage on isolation room</li> <li>-window opened for ventilation</li> <li>- first aider to sit in hallway or outside if dry</li> <li>-signage to remain on door and room to remain locked until a deep clean has happened.</li> <li>- on site cleaner to be alerted by radio. Room and toilet cleaned as soon as pupil has left the premises</li> </ul> <p><b>Parents will be warned that the school will be more vigilant than normal and they must support the school if asked to come and collect their child.</b></p>	<p>Publish procedures to parents/staff</p> <p>Publish procedures on new website – Coronavirus information page to be updated for new website</p> <p>Kirklees child isolation and flow chart for parents shared via the parent bulletin on 10/7. It was also sent out with the return to school letter on 17/7.</p> <p>Return to school letter 1/9 includes further guidance</p> <p>Run through procedure at INSET and display in key areas for staff</p> <p>It is anticipate guidance may change so regular reminders will be provided through fortnightly parent bulletin, staff bulletin/ briefing, pupil ‘assemblies’</p>	<p>Trust</p> <p>C Tyson</p> <p>Office</p> <p>CT</p> <p>CT</p> <p>CT/ SLT/ HOYS</p>	<p>August</p> <p>4.9.20</p> <p>17.7.20</p> <p>1.9.20</p> <p>7.9.20</p> <p>Ongoing</p>



<p><b>2) Where recommended, use of face coverings in schools</b></p> <p><b>The Mast Academy Trust has made the decision that under certain conditions we will authorise the use of face masks in schools. These include:</b></p> <ul style="list-style-type: none"><li>• Where the Local Authority of any given school is designated as a high transmission area for Covid. 19</li><li>• Where there is a local outbreak of Covid 19 within the community of a school</li><li>• Where pupils cannot socially distance from pupils within a different ‘bubble’.</li><li>• Where it is a requirement under Local or national guidance</li><li>• Where it is deemed appropriate and necessary following a Risk Assessment of an individual or a school community.</li></ul> <p><b>See policy statement for further details.</b></p> <p><b>3) Clean hands thoroughly more often than usual</b></p> <p>Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:</p> <ul style="list-style-type: none"><li>• After coming into school</li><li>• After sneezing or coughing</li><li>• Before and after handling or eating food</li><li>• After going to the toilet</li></ul>	All staff to be asked to wear face coverings when moving inside the building.	CT	2.9.20
	All pupils recommended to wear face coverings when moving inside the building to specialist rooms e.g. art, DT, computing	Tutors	8.9.20
	Pupils trained in the safe wearing of face coverings.	Trust	1.9.20
	School to carry additional stock of face coverings and plastic bags for safe storage.	AC	7.9.20
	Face coverings to be supplied and washed centrally for all disadvantaged pupils. The ‘usual’ exemptions apply for those unable to wear face coverings.	AC	1.9.20
	Additional handwashing stations installed outside	AC	1.9.20
	Ensure appropriate signage in all sink areas across the school	AC	1.9.20
	Establish clear routines for when to wash hands and when to sanitise hand.	SLT	16.7.20
	Staggered start to school day and split lunch play to allow for handwashing. Train staff on routines Teach children how to wash hands	CT Form tutors	7.9.20 8.9.20

	<p>Ensure there are enough hand washing or hand sanitiser stations available</p> <p>Put in place supervision of hand sanitisers given risks around ingestion</p>	<p>Order additional stock 42 hand sanitiser stations installed around the school.</p> <p>Train staff on safe storage/use of hand sanitiser – ensure COSH protocols in place</p>	<p>Trust AC</p> <p>CT/AC</p>	<p>10.7.20 19.10.20</p> <p>7.9.20</p>
	<p><b>4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p> <p>Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters</p>	<p>Train children on return</p> <p>Ensure full complement of appropriate bins</p> <p>Ensure appropriate signage around school</p>	<p>Form tutors</p> <p>AC</p> <p>AC</p>	<p>8.9.20</p> <p>16.7.20</p> <p>7.9.20</p>
	<p><b>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p> <ul style="list-style-type: none"> <li>• Read PHE’s COVID-19: <a href="#">cleaning of non-healthcare settings guidance</a></li> <li>• Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal</li> <li>• Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas</li> <li>• Plan for the daily removal and safe disposal of rubbish</li> <li>• Schedule frequent cleaning of resources (e.g. books, toys) shared within groups</li> <li>• Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups</li> </ul>	<p>Develop clear plans/schedules of when common rooms/spaces are used to ensure cleaning between bubbles</p> <p>Additional cleaner on site throughout the day</p> <p>Centralise a ‘relief’ cleaner system to ensure coverage in the event of absence</p> <p>School staff to be trained in the requirements of cleaning frequently touched surfaces in order to support the cleaning team</p>	<p>AC &amp; CT</p> <p>AC</p> <p>AC</p> <p>CT</p>	<p>4.9.20</p> <p>31.8.20</p> <p>31.8.20</p> <p>7.9.20</p>

<ul style="list-style-type: none"> <li>Purchase additional standard cleaning equipment if needed</li> </ul>	<p>Curriculum leaders briefed on expectations around the use of shared resources. Plans in place at subject level to accommodate cleaning/ isolation of resources.</p> <p>Feedback policy clarifies expectations around marking books.</p> <p>Librarian to develop Covid safe plan for loaning and returning books</p> <p>Establish a clean desk policy to enable thorough daily clean.</p> <p>Ensure staff clean down all areas touched following classroom use</p>	<p>Curric leads</p> <p>SKe</p> <p>HK</p>	<p>8.9.20</p> <p>7.9.20</p> <p>8.9.20</p> <p>14/11</p> <p>14/11</p>
<p><b>6) Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>Plan group sizes – partial closure will allow us to socially distance pupils in all classes</li> <li>Revise timetables to accommodate groups and minimise movement between classrooms, where possible</li> <li>Where needed, stagger start, break, lunch and finish times</li> <li>Cancel large gatherings, such as assemblies and staff meetings.</li> <li>Cancel extra-curricular offer to minimise mixing between groups</li> </ul>	<p>Create a visitor guide/protocol to ensure social distancing</p> <ul style="list-style-type: none"> <li>Pupils in consistent bubbles all day. These will be determined by the size of the classroom the bubble are in. In most cases this will not exceed 15.</li> <li>Pupils stay in same classroom for most lessons.</li> <li>Pupils have allocated seats in each classroom</li> <li>School zoned into three year group areas in order to minimise mixing</li> <li>Finish time slightly staggered.</li> </ul>	<p>Trust</p> <p>CT, SLT, AC</p>	<p>7.9.20</p> <p>1.9.20</p>



<ul style="list-style-type: none"><li>• Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</li><li>• Divide playground to minimise mixing between groups</li><li>• Plan arrangements for drop off/collection and communicate these to parents</li><li>• Plan measures for lunchtimes, including:<ul style="list-style-type: none"><li>○ Pupils to maintain social distancing in the dining hall at all times</li><li>○ Reconfiguring dining spaces</li><li>○ Communicating new arrangements to catering suppliers and lunchtime supervisors</li><li>○ Pupils to sit with somebody from their class bubble at lunch</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Each bubble to have own play area . At lunchtime, only one bubble per play area will be outside at a time.</li><li>• Staff to use external classroom doors wherever possible and move between rooms outside.</li><li>• 2m markings and associated signed throughout the building. Floors marked to indicate movement through corridors</li><li>• Assemblies to be conducted via Microsoft Teams</li><li>• Staff meetings to be conducted remotely</li><li>• Lunch to be taken in classrooms for those on sandwiches.</li><li>• School lunches served in the hall with pupils split into their bubbles.</li><li>• Wherever possible pupils not sat facing each other. Queue for lunch socially distanced. Only two pupils per table to allow for social distancing</li><li>• One additional staff room created.</li><li>• Strict limits on capacity of common rooms / offices used by staff – social distancing to be observed at all times.</li><li>• Added signage around capacity to doors and ensure directions for ‘cleaning down’ after use.</li></ul>		14.11
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	<p><b>7) Where necessary, wear appropriate personal protective equipment (PPE)</b></p> <p>Put in place a PPE policy that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school and where a pupil already has routine intimate care needs that involve the use of PPE.</p>	<p>PPE Policy needs to be in place and shared with staff</p> <p>Staff reminded of safe use of PPE during INSET day – particular focus on those likely to administer first aid.</p> <p>PPE kits available in key areas– first aid room, TC office, JJ office, bungalow</p> <p>Issue all staff with visors which can be worn in lessons and allow the wearing of facemasks where/when appropriate</p>	<p>Trust</p> <p>Trust / SLT</p>	<p>4.9.20</p> <p>4.9.20</p> <p>14/11</p>
	<p><b>8) Keeping occupied spaces well ventilated</b></p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p>	<p>Windows to be kept open during lessons. Morning routine established to ensure all high windows are opened in the morning. Care taken to rotate the open windows where possible in order to ensure no pupils sat in a draft.</p> <p>Ventilation increased when spaces unoccupied e.g. classroom fire doors opened a break.</p> <p>Internal doors left open when rooms occupied but closed when empty or in the event of a fire alarm.</p> <p>Temperature of building to be monitored to ensure comfort levels are maintained.</p> <p>Pupils encouraged to wear additional layers underneath their uniform</p>	<p>CT</p> <p>CT</p> <p>CT</p> <p>CT/AC</p>	<p>4.9.20</p> <p>14/11</p> <p>4.9.20</p> <p>4.9.20</p> <p>4.9.20</p>
<p><b>The system of controls: RESPONSE TO</b></p>	<p><b>9) Engage with the NHS Test and Trace process</b></p> <p>Put in place a procedure regarding the NHS Test and Trace process and how to contact <a href="#">your local Public Health England</a></p>	<p>Details of test and trace process shared with-</p> <ul style="list-style-type: none"> <li>• Staff</li> </ul>		<p>4.9.20</p>

<b>INFECTION: STEPS TO TAKE</b>	<p><u>health protection team</u> (this is likely to be part of the procedure outlined below)</p> <p>Covid – 19 app</p> <p>School to commence routine lateral flow testing of staff, Y7 and 8 pupils and any pupil identified as a close contact in line with DfE expectations and guidance</p>	<ul style="list-style-type: none"> <li>Parents</li> </ul> <p>School to work with Kirklees emergency planning and West Yorks HPT as necessary</p> <p>All pupils have consistent seats which will support with contact tracing</p> <p>Staff encouraged to engage with app.</p> <p>Colleagues to pause app when in school as procedures in place in school for contact tracing.</p> <p>Separate risk assessment in place for this process</p>	<p>Trust CT CT</p> <p>ALL staff</p> <p>DM</p>	<p>17.7.20 As required</p> <p>2.11.20</p> <p>11/1/21</p>
	<p><b>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <p>Put in place procedures to manage suspected/ confirmed cases</p> <p>Read process for dealing with symptomatic pupils</p> <p>Read procedure for dealing with a suspected outbreak</p> <p>Identify a room that symptomatic pupils will wait in until parents collect them, ideally with:</p> <ul style="list-style-type: none"> <li>A door you can close</li> <li>A window for ventilation</li> <li>A separate bathroom (either attached to the room or nearby)</li> </ul> <p>Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak</p>	<p>Develop a response plan to a confirmed case.</p> <p>Create an ‘information leaflet’ for staff/families of children who need to self-isolate with PHE guidance.</p> <p>Publish clear procedures for first aiders on dealing with suspected case including the need to wear PPE</p> <p>Train staff on how to deal with a suspected case</p> <ul style="list-style-type: none"> <li>Bungalow identified as ‘isolation’ room. Separate to school building,</li> </ul>	<p>Trust</p> <p>Trust</p> <p>Trust</p> <p>SLT</p>	<p>4.9.20</p> <p>4.9.20</p> <p>4.9.20</p> <p>7.9.20</p>

		<ul style="list-style-type: none"> <li>large opening window, separate toilet, close to school gates.</li> </ul>		
	<p><b>11) Contain any outbreak by following local health protection team advice</b></p> <ul style="list-style-type: none"> <li>Identify any specific PPE needs and ensure sufficient supply using local supply chains</li> <li>All confirmed cases reported to the local authority emergency planning team</li> <li>In the event of linked cases / potential outbreak, advice and guidance will be sought from Public Health England</li> </ul>	<p>Develop a strategy for reviewing PPE levels and ordering new stock</p> <ul style="list-style-type: none"> <li>PPE log created and stock levels monitored</li> <li>LA form completed for all positive cases</li> <li>School to liaise with DfE &amp; PHE in the event of a significant rise in cases on site</li> <li>External guidance from health professionals to be acted upon at all times</li> </ul>	RB	7.9.20
<p><b>Risk assessments</b></p> <p><b>STEPS TO TAKE</b></p>	<ul style="list-style-type: none"> <li>Complete health and safety risk assessments (refer to guidance on risk assessments is available in the Annex to the guidance)</li> <li>Consult with staff and representatives</li> <li>Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening</li> </ul>	<p>Create Trust wide outline RA and share with schools</p> <p>Schools to complete RAs with leadership Teams</p> <p>Site visits to review RAs from Trust</p>	<p>NG</p> <p>CT &amp; DM</p> <p>CT</p>	<p>9.7.20</p> <p>18.7.20</p> <p>1.9.20</p>



## School Operations

<p><b>Transport</b></p>	<ul style="list-style-type: none"> <li>Encourage parents and pupils to walk/cycle or drive to school rather than take public transport</li> </ul>	<p>Include transport guidance in letters to parents West Yorkshire Combined Authority information shared with parents via letter and Tweet Pupils socially distanced on buses wherever possible or sat in their bubbles Pupils allocated a consistent seat on the bus</p>	<p>Ske</p>	<p>16.7.20 27.08.20 8.9.20</p>
<p><b>STEPS TO TAKE</b></p>	<ul style="list-style-type: none"> <li>Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+</li> <li>Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts</li> <li>Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school’s policies. Consider:             <ul style="list-style-type: none"> <li>how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>use of hand sanitiser upon boarding and/or disembarking</li> <li>additional cleaning of vehicles</li> <li>organised queuing and boarding where possible</li> <li>distancing within vehicles wherever possible</li> </ul> </li> </ul>	<p>Notify Bus company of any changes to start/end times and potential demand/clarify RAs for travel. RA for travel requested from bus companies</p> <p>Parent survey carried out to identify bus usage Most services buses are dedicated services Expectations communicated with parents Pupils to queue for buses and sit on buses in their bubbles. Face coverings to be worn by all pupils on the buses Pupils to wash hands/ sanitise before boarding buses at the end of the day.</p>	<p>SKe CT SLT</p>	<p>16.7.20 4.9.20 15.7.20 17.7.20 8.9.20</p>

	<ul style="list-style-type: none"> <li>○ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul>	<p>Parents asked to ensure the same happens in the morning</p> <p>Double bagged bins provided to dispose of face masks on entry to school</p> <p>Instructions of safe removal and storage of reusable face coverings shared with families.</p>	AC	7/9/20
			CT	4/9/20
<b>Attendance STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>• Communicate clear and consistent expectations around school attendance to families. Consider writing to parents, explaining: <ul style="list-style-type: none"> <li>○ mandatory attendance expectations</li> <li>○ how attendance will be recorded during the lockdown period</li> </ul> </li> <li>• Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for supporting them during lockdown- especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic</li> <li>• Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for</li> </ul>	<p>Letter to parents outlining attendance expectations during the partial closure period</p> <p>Explain that pupils will be instructed to attend school where concerns arise about their engagement with remote learning</p> <p>Contact families where attendance has been an historic issue to talk about how the school can support during the partial closure period</p> <p>Put RAs in place for any children returning in Sept with underlying health conditions including anxiety, and those with behaviour difficulties.</p> <p>Pastoral team to lead on attendance strategy during the partial closure. Attendance a standing item on all pastoral meeting agendas.</p>	CT	11.01.21
			CT	11.01.21
			Pastoral team	11.01.21
			Pastoral team	4.9.20
				From 4.9.20

	<p>those families who will need additional support to secure pupils' regular engagement with remote learning</p> <ul style="list-style-type: none"> <li>Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance</li> </ul>	<p>Approaches taken in response to issues identified. A proactive approach wherever possible.</p> <p>Clear multi agency approach to be implemented as and where needed.</p> <p>Pupils invited to attend school where engagement with remote learning becomes a concern.</p>	AM/ pastoral team	
<b>Workforce STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>The clinically extremely vulnerable list has resumed. People on this list will remain under the care of their doctor or specialist and will be advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce</li> <li>Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes.</li> </ul>	<p>Extremely clinically vulnerable staff to work from home throughout the partial closure period</p> <p>Create a new RA for vulnerable staff.</p> <p>New RA complete by all staff.</p> <p>All staff to complete self-declaration sheet</p>	CT  DM  DM	5.0.21  5.01.21  5.01.21
	<ul style="list-style-type: none"> <li>In light of your assessment, consider altering the way in which you deploy staff</li> <li>Rota ensures the number of people on site is kept to a minimum in order to minimise the spread of infection</li> </ul>	<p>Rota produced which ensures vulnerable staff work from home or work in a redesigned role</p> <p>Staff work from home where possible</p>	DM	5.01.21



	<ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Extracurricular activities STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>• All extra-curricular activities currently suspended during the partial closure period School to look to identify sources of extra-curricular activities, which can be completed remotely.</li> </ul>			

### Curriculum, behaviour and pastoral support

<b>Curriculum STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>• Regular staff training in relation to best use of Microsoft Teams in order to ensure quality of teaching and learning remains high</li> <li>• Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>• Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: KS2: 4 hours a day, on average, across the school cohort; Y7 &amp; 8: 5 hours a day</li> <li>• Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</li> <li>• Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</li> </ul>	<p>Weekly assignments set to check for understanding and engagement. Formative assessment incorporated into every lesson.</p> <p>Full school timetable is delivered via Microsoft Teams in order to ensure continuity of curriculum for all.</p> <p>Direct teacher instruction approach to lessons used with regular opportunities to check understanding.</p> <p>Registers taken every lesson, teachers report concerns in line with school policy, parents contacted in line with policy.</p> <p>Formative and summative assessment approaches used. Individual feedback provided via Microsoft Teams. Whole class feedback used where suitable.</p>	SKe	5.01.21
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	<ul style="list-style-type: none"> <li>• Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</li> <li>• Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> </ul>	<p>Small group intervention sessions offered where there is a concern of pupils falling behind. Pupils invited to attend school where more serious concerns exist</p> <p>Curriculum reordered where needed to allow those topics, which lend themselves more to remote teaching to be covered during the partial closure period.</p> <p>Where there are issues with pupils accessing the curriculum, school to provide support e.g. sourcing devices, providing hard copies of materials, inviting pupils to attend school.</p>		
<b>Physical activity STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>• Review your approach to physical activity within the school day, ensuring pupils remain in consistent groups where possible, sports equipment is thoroughly cleaned between each use, and contact sports are avoided</li> <li>• Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene. This is particularly important because of the way in which people breathe during exercise</li> </ul>	<p>Weekly PE activities set for pupils as part of PE lessons. PE staff to support with engagement where needed. PE staff to deliver sessions to pupils in school in line with risk assessment</p> <p>PE lessons to take place outside as much as possible</p>	<p>PE dept</p> <p>PE/Sports leaders</p>	<p>5.01.21</p> <p>8.9.20</p>
<b>Pupil safety, well-being and support STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>• Ensure effective safeguarding provision in place</li> </ul>	<p>Clearly defined roles for safeguarding team in order to ensure provision for pupils who are both on site and off site.</p>	GS	7/1/21

		<p>Identified on site and off site DSL each week</p> <p>HOYs to identify vulnerable pupils who are off site. Procedures in place for regular 'checking in'. Policy and procedure in place for when staff are unable to make contact with families. This may include home visits. Support staff to contact families as required.</p> <p>Form tutors and class teachers to raise any concerns directly to the identified DSL for the week and record this on CPOMS.</p> <p>Fortnightly bulletin to include safeguarding information.</p> <p>Pupils to be invited to attend on-site provision where necessary</p> <p>Safeguarding policy addendum produced and shared with all staff</p> <p>Should it become necessary to close the KMS site temporarily, provision will be moved to Scissett Middle School</p>		
	<ul style="list-style-type: none"> <li>• Provide more focused pastoral support where issues are identified</li> <li>• Consider the support needs of particular groups who need additional help (for example children in need), and any newly vulnerable pupils on their return to school</li> </ul>	Update/put in place RAs for pupils who may be vulnerable or may present a risk	Pastoral and well-being team	7.9.20
<p><b>Behaviour expectations</b></p> <p><b>STEPS TO TAKE</b></p>	<ul style="list-style-type: none"> <li>• Clear expectations for live lessons shared with pupils and parents.</li> <li>• Staff to reward and sanction pupils in line with policy</li> </ul>	- Pastoral team to monitor behaviour and attendance weekly and take actions to address any identified issues	AM/pastoral team	7.01.21



		Regular rewards assemblies held by HOYS		
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**Contingency planning for outbreaks**

<b>Process STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>Ensure you have a contingency planning process in place for local outbreaks</li> </ul>	School to follow all advice and guidance of PHE. Number of staff on site kept down to a minimum in order to contain any outbreaks. Additional staff on the rota to cover any absences on site.	AM/pastoral team	7.1.21
<b>Remote education STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>See curriculum section</li> </ul>	-		