



Risk Assessment Form

School name	<i>Upperwood Academy</i>
Location	<i>S73 9NL</i>
Date of Assessment	<i>8/7/2020 Updated on 4 th January 2021 New Update on 6/1/21 due to LOCKDOWN STRUCTURES</i>
Manager / Event Leader responsible for the Basic Activity	<i>A.Budd</i>

Activity/s covered by this risk assessment: Over view of the strategic approach to the return to school for pupils on the 2nd of September following schools' closure due to the Covid-19 Pandemic. It is further updated on 4/1/2021. There is a need to update the risk assessment for the spring term 2021 due to the emergence of the new strain of coronavirus and the increased scrutiny from school worker unions. On completion of this risk assessment, it will be shared with all stakeholders by publishing it on our school website, it will also be shared with all parents and the governing body by email.

LOCKDOWN 3 Version as of 6/1/21

Minimising the Coronavirus Risks					
Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)
Infection of staff and pupils and transmission of virus	Children and staff become infected	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 the setting.	Ensuring that pupils, students, staff and other adults do not come into the setting if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the day is sent home, are essential actions to reduce the risk in settings and further drive down transmission of coronavirus (COVID-19). All settings must follow this process and ensure all staff are aware of it. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection	Alistair Budd (AB) Staff to take personal responsibility by informing AB of any symptoms and not coming into	06/01/2021

		<p>Responds to any potential infections by engaging with the NHS Test and Trace process</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test</p> <p>Schools should ask parents and staff to inform them immediately of the results</p>	<p>If anyone in the setting 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 Ensure all staff are aware of potential symptoms https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</p> <p>Understand the NHS Test and Trace process and how to contact the local Public Health England health protection team. Ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • 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 & Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the setting's community. Contain any outbreak by following local health protection team advice.</p>	<p>school at all if showing any symptoms.</p>	
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		<p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating</p> <p>If someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms</p>		
	Robust hand and respiratory hygiene	<p>Clean hands thoroughly more often than usual.</p> <p>Ensure the setting has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. Staff will administer hand sanitiser periodically through the day and handwash at lunchtime. This can be further seen on our school opening plan.</p> <p>Build hand washing into daily routines</p> <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. The setting has adequate supplies of tissues. Bins are available and regularly emptied</p> <p>Children will be educated on the 'catch it, bin it, kill it' approach. They will be reminded regularly by class teachers.</p>	AB	06/01/2021
	Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.	<p>Liaise with cleaning contractor to put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • Adults in classroom settings will clean common surfaces/ frequently touched surfaces after breaks and before lunch using agreed and provided materials 	Norse & Davies Building monitored by AB.	06/01/2021

		<p>Minimise contact between individuals and maintain social distancing wherever possible.</p> <p>Put in place mechanisms to reduce contacts and maximise distancing between those in school where ever possible to minimise potential for contamination so far as reasonably practicable</p> <p>Put in place groupings to minimise contacts and reduce occasions where there can be contacts</p>	<p>Reducing the number of contacts between children and staff and keep groups separate in bubbles. Maintain distance between individual. Consider:</p> <ul style="list-style-type: none"> • children’s ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum <p>We will operate bubbles of between 45 and 60 across school to allow for a full curriculum whilst also supporting staff welfare.</p> <p>LOCKDOWN 3 Bubbles reduced to know more than 20 in an emergency but 15 as a guide.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible</p> <p>We will take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Adults will not cross bubbles indoors to teach for sustained periods (15 minutes plus).</p> <p>The hall will be adopted as a staff room and is set up to enforce social distancing</p> <p>We will reiterate Hands/Face/ Space/Ventilation to all staff regularly and monitor that the rules are adhered to</p>	AB	06/01/2021
		Put in place measures within the classroom to reduce chance of infection.	Arrange classrooms to reduce contamination. Ensure staff maintain distance from pupils and other staff.	AB	06/01/2021

		<p>Adults should maintain 1 metre distance from each other where possible.</p> <p>For children old enough, they should also be encouraged to maintain distance and not touch staff and their peers where possible. This is not possible for youngest children or some children with complex needs. For younger children smaller/class groups are recommended.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include ensuring pupils are not face to face, this includes moving unnecessary furniture out of classrooms to make more space.</p>		
	Put in measures elsewhere to reduce risk of infection	<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>Review approach to assemblies, plans for lunch time and break times, toilets, pick up and drop off.</p> <p>LOCKDOWN 3 – One drop off at main gate 9am, one pick up 2.55-3.05pm- one way system</p> <p>Ensure additional cleaning of shared spaces is in place</p> <p>Groups should be kept apart and movement around the school site kept to a minimum</p> <p>School will avoid creating busy corridors, entrances and exits. We will also have staggered break times and lunch times (and time for cleaning surfaces in the dining hall and classrooms between groups).</p> <p>Plan suitable shared spaces for staff so to support social distancing of adults. Use of staff rooms should be minimal. PPA will take place in classrooms, in the red room and the nurture room.</p>	AB Norse	06/01/2021

		<p>Measures for arriving and leaving school</p>	<p>NOT REQUIRED IN LOCKDOWN 3</p> <p>Staggered starts will be implemented to reduce bottle necks and larger gatherings of pupils/parents.</p> <p>Use alternative entrances for year groups to reduce bottle necks and larger gatherings of pupils and parents, namely main entrance and side entrance.</p> <p>We will communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. This will be done through the publication of our school plan.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them</p> <p>They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands/ sanitise again before heading to their classroom</p>	<p>AB</p>	<p>06/01/2021</p>
		<p>Other considerations in reducing the risk of infection.</p>	<p>Consider how SEND pupils are supported in accessing school. Including reviewing individual risk assessments for our EHCP pupils and vulnerable children where appropriate. Our vulnerable pupils have been well catered for.</p> <p>Peripatetic teachers will not be allowed on site. Other visits to site should only be held if absolutely necessary. Where necessary how are measures communicated with contractors.</p>	<p>AB & KH</p> <p>SS</p>	<p>06/01/2021</p>

			<p>Put in place risk assessment for any dual registered pupils who may attend more than one site. Currently not applicable.</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles</p> <p>It is still recommended that pupils limit the amount of equipment they bring into school each day to</p> <ul style="list-style-type: none"> • lunch box • water bottle • zip wallet (provided by Upperwood) 	Class teachers	
		Where necessary, wear appropriate PPE.	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • Where agreed with individual members of staff, face coverings may be worn by staff when working in close proximity to a child, for example hearing children read. Catering staff will now wear a face shield as all staff now required to provide lunches. 	AB & First Aiders	06/01/2021

			<ul style="list-style-type: none"> • Staff will wear face masks to reduce infection in all communal areas • Staff who are non-bubble based will wear masks on entering any bubble , whilst also practising safe distancing <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>		
		Manage confirmed cases amongst the school community and contain any outbreak by following local health protection team advice	<p>Take swift action when they become aware that someone who has attended has tested positive for coronavirus by contacting the local health protection team</p> <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>24/9/2020 The new DFE reporting hotline is noted, a prompt sheet is in the office.</p>	AB	06/01/2021
School Operations					
Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)
School Transport	Risk of infection and cross contamination	Liaise with any provider of transport to ensure appropriate measures are in place	N/A	N/A	N/A
Children not attending school	Children continue to fall behind	Ensure parents are aware of the duty to secure that their child attends regularly	Identify the small number of pupils will still be unable to attend in line with public health advice because they are self-isolating	AB	04/01/2021

	educationally, become socially isolated and may become at risk	<p>at school where the child is a registered pupil at school and they are of compulsory school age;</p> <p>School will record attendance and follow up absence.</p> <p>School will issue sanctions where necessary</p> <p>Put in place appropriate initiative to promote attendance</p>	<p>SHIELDING IS NOW REINTRODUCED IN LOCKDOWN 3</p> <p>Complete individual risk assessment for children with EHCPs or children with additional medical need</p> <p>Offer immediate remote education for those children who cannot attend school because they are complying with clinical and/or public health advice. This will be supported through the See Saw app.</p> <p>Support pupils, parents and household who may be reluctant or anxious about returning to school, through effective communication or in school well-being support</p> <p>NOT REQUIRED IN LOCKDOWN 3</p> <p>Communicate clear and consistent expectations around school attendance to families throughout the new school year</p> <p>identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. Including PP, vulnerable, previously PA or who have been reluctant to engage during the pandemic</p> <p>Work closely with EWS as appropriate to return to school. (N.B. may be a use of catch up funding).</p>	KH	
Ability to deliver a full school offer due to a reduced workforce	School will not be able to open fully	The control measures put in place in the risk assessment should significantly mitigate risk of infection - including those who are extremely clinically vulnerable and clinically vulnerable	<ul style="list-style-type: none"> Staff/pupils will still be unable to attend school in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19). Everyone in England, including those who are clinically extremely vulnerable, is required to follow the new national restrictions 	AB	11/11/2020 Updated 06/01/2021

[from 2 January](#), which have been set out by the government and apply to the whole population. These restrictions:

- require people to stay at home, except for specific purposes
- prevent people gathering with those they do not live with, except for specific purposes
- close certain businesses and venues

These new shielding measures will apply nationally for foreseeable future in LOCKDOWN 3. At the end of the period, the government will look to return to a regional approach and will issue further guidance at the time.

People who are defined as clinically extremely vulnerable are at very high risk of severe illness from COVID-19. There are 2 ways you may be identified as clinically extremely vulnerable:

1. You have one or more of the conditions listed on the below link, or
 2. Your hospital clinician or GP has added you to the [Shielded patients list](#) because, based on their clinical judgement, they deem you to be at higher risk of serious illness if you catch the virus.
- Read the [current advice on shielding](#)
 - If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent.
 - Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of

			Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people		
The well-being of staff is put at risk	Increased risk of staff absence and reduced well-being	Provide opportunities for regular check in with staff Provide more specialist counselling where possible	Consult with staff and Communicate effectively the measure put in place within the risk assessment. Continue with our WhatsApp group Share with staff the guidance on mental health and for pupils and teachers https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers KIT meetings completed with all staff regularly. Monitor through individual risk assessments the impact/ risk on Pregnant staff and act according to the government guidance. Coronavirus (COVID-19) infection and pregnancy (rcog.org.uk) IN LOCKDOWN 3 – AC is at end of 2 nd Trimester. She is working from home wherever possible, if she does need to come to school she will not work with children and will adopt safe working practices. As the term continues a transition of role with KC will be actioned	AB	06/01/2021
Staff workforce, particularly ITT and ECT teachers are not suitably experienced	Children do not receive quality education and staff feel under supported	Ensure appropriate CPD and support is in place for ECT and ITT students and staff new to school.	Ensure appropriate inductions are completed. Mentors are in place for ECT and ITT students and there is the appropriate release time and CPD is in place. Use ITT students effectively to support small groups, support online learning, deliver catch up lessons, support	AB, AC & KC	06/01/2021

Staff having to quarantine following visits abroad	Reduced workforce	Identify those staff who may have booked to travel abroad.	NOT APPLICABLE IN LOCKDOWN 3 What impact will any staff travelling abroad having to quarantine? https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk	AB	06/01/2021
The safeguarding of pupils is not effective	Children may be at risk of harm	Ensure safeguarding policy is fit for purpose	Review of safeguarding policy in line with KCSIE 2020. Undertaken and approved by Gov. Autumn 2020	AB & KH	06/01/2021
School catering services aren't available	Meals cannot be provided	Liaise with catering services to ensure that school meals can be provided	Ensure there is clarity from providers in terms of what is on offer and communicate this with parents. Lunch plan in place with options of hot & cold sandwiches each day with a view to increasing to more hot meals throughout spring 2021.	AB	06/01/2021
Increased risk of infection on educational visits	Children and staff become infected	Educational visits are unlikely to happen during the autumn term	No visits to take place for 6 weeks commencing 04/01/2021	AB	06/01/2021
Lack of extra curricular provision to support social development and also working parents	Wrap around care not provided	Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term	NOT APPLICABLE IN LOCKDOWN 3 as of 6/1/21 We intend to canvas parents in Key Worker / Vulnerable pupil provision to see if breakfast club required School may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. Breakfast club will be organised in the hall so that children are seated in bubbles, no more than 80 children can attend and no bubble can exceed 16 children. There will be five bubbles. To further allow hygiene control children will have only toast and juice on disposable plates and cups.	AB	06/01/2021

			Clubs will need to be completed in year group bubbles. As of Lockdown 3 we will not be undertaking after school activities. After school provision is not available as yet. (6/1/2021)		
Curriculum, behaviour and Pastoral Support					
Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)
The curriculum does not support learners to catch up and keep up	Children do not close the gaps in their education that have been caused by the pandemic	<p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Prioritisation within subjects of the most important components for progression, development of Autumn term recovery curriculum</p> <p>Consider how all subjects can contribute to the filling of gaps in core knowledge. A programme of catch up support should be designed utilising additional funding. Including additional learning to fill gaps in core during school and in after school booster sessions.</p> <p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p> <p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment and AFL</p> <p>LOCKDOWN 3</p> <p>Remote education is an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown – seesaw to be used to support this approach. Please see ARRANGEMENTS FOR SCHOOL CLOSURE DOCUMENT 4/1/21- UPPERWOOD</p> <p>Relationships and health education (RHE) for primary aged pupil schools and relationships will be delivered within the Academic year 2020-2021</p>	AB	<p>11/11/2020</p> <p>And ongoing</p> <p>06/01/2021</p>

			<p>For children in nursery settings, teachers should focus on the prime areas of learning. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</p> <p>NOT APPLICABLE IN LOCKDOWN 3 Outdoor sports should be prioritised where possible the school field will be used for P.E. alongside the school playground as we move toward Xmas.</p>		
Children are affected by the pandemic socially and emotionally	Children social and emotional needs are not met	Provide additional support for those who are finding it difficult to re-adjust to school or reluctant to return	<p>Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks it needs to be identified how these are supported.</p> <p>AM and LW available daily to support the vulnerable children with responsibility shared amongst all staff members to support need within their bubble.</p>	AB	06/01/2021
EHCP Pupils at greater risk		Review/Complete Individual risk assessments for all EHCP pupils and share with Class teachers Parents to ensure safety of EHCP pupils.	<p>AS FROM NOV 5</p> <ul style="list-style-type: none"> Staff/pupils will still be unable to attend school in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19). 	KH & AM AB & KH	06/01/2021

- Everyone in England, including those who are clinically extremely vulnerable, is required to follow the new national restrictions from 4 January, which have been set out by the government and apply to the whole population. These restrictions:
- require people to stay at home, except for specific purposes
- prevent people gathering with those they do not live with, except for specific purposes
- close all but essential businesses and venues

These new shielding measures will apply nationally indefinitely from 4/1/21. At the end of the period, the government will look to return to a regional approach and will issue further guidance at the time.

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3. You have one or more of the conditions listed on the below link, or
 4. Your hospital clinician or GP has added you to the [Shielded patients list](#) because, based on their clinical judgement, they deem you to be at higher risk of serious illness if you catch the virus.
- Read the [current advice on shielding](#)
 - If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent.
 - Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of

			Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people		
Childrens behaviour is affected due to the pandemic	Learning is limited due to poor behaviour	Review and update behaviour policy with any new rules etc	New behaviour policy appendix shared with staff, parents and pupils, Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions particularly in relation to hygiene and safety rules.	AB	02/09/2020 Continually monitored as of 06/01/2021
Assessment and Accountability					
Hazard	Risks	Control Measures	Actions Required	Responsible person	Target Date(s)

		<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and education settings must consider how to implement this. Settings must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>	<p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained</p> <p>Make sure that everyone washes their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.</p> <p>Reduce the number of contacts between children and staff. Keep groups separate (in 'bubbles') and through maintaining distance between individuals.</p>		
Children miss further learning	Remote education support	Ensure there is the capacity to offer immediate remote education.	<p>Engage proactively with parents and carers to explain the support that their children are receiving, to discuss the plans for returning to settings and to consider how parents can support this and any additional help they might need.</p> <p>A Merrills and teachers are contacting children not in school every other day to ensure any issues with accessing online platform SEESAW are resolved.</p> <p>Please see daily log of contacts and outcomes</p>	AB	06/01/2021

Head Teachers Assessment Acceptance Statement

I accept the details of the assessment and will ensure that the risk control measures identified, any risk control actions identified, and monitoring requirements are acted upon within the given time scales.

Head Teacher: Alistair Budd

Date: 01 September 2020

Updated again on 24/9/2020

Updated again on 11/11/2020 (in light of National Lockdown 2)

Ap. G. G. G.

Updated again on 04/01/2021

Updated again on 6/1/2021 (in light of National Lockdown 3)

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>