

Meeting of the South Bank Academies Board

5.15 pm on Monday, 8 June 2020
in MS Teams

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		HT
2.	Declarations of interest <i>Directors are required to declare any interest in any item of business.</i>		HT
3.	Aim of the meeting	Verbal Report	FM
4.	Overview of re-opening proposal plan	3 - 4	DC
5.	Review of risk assessment and control measures <ul style="list-style-type: none"> • <i>UAE risk assessment – JT</i> • <i>UTC risk assessment – AS</i> • <i>Staff risk assessment – JC</i> 	5 - 68	DC
6.	Governance process	69 - 90	MB
7.	Sir Simon Milton Westminster UTC proposal	91 - 96	DP, DC

Date of next meeting
4.00 pm on Tuesday, 23 June 2020

Members: Hitesh Tailor (Chair), Richard Flatman (Vice-Chair), Nicole Louis, Hilary McCallion, Chris Mallaband, Fiona Morey, Lesley Morrison and David Phoenix

Apologies: Tony Giddings

In attendance: Helena Abrahams, Michael Broadway, Jacqui Collins, Dan Cundy, Austin Sheppard and John Taylor

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Re-opening proposals

Subject to board approval. Dan Cundy. 8th June 2020.

Timeline

UAE is expecting to open on Monday 22nd June, following staff training the previous week. The UTC plans to open on Wednesday 24th June with staff preparation on the two days prior.

Arrangements

This provision will be for a sub-set of Years 10 and 12 each day, with no more than 25% of the cohort in at any time. Group sizes, classroom layout, entry and exit have all been configured to permit 2m social distancing. The day will be shorter than normal to avoid staff and students travelling on public transport at peak times. We have completed adjustments to the operational systems on site to minimise infection risk through a range of measures: staff PPE, signage, thermal cameras, cleaning and sanitation products and routines.

South Bank UTC rationale

The UTC will be inviting students in bubble groups on a rota; the groups will remain constant and have provision on separate floors of the building. Staff are focusing not on teaching new content face to face. Rather, the main delivery model will continue to be remote learning, but will focus instead on using in-person time to diagnose learning gaps through summative and formative assessment, arriving at a personalised programme to support students' learning over summer. There will also be pastoral contact as part of this provision, as the mental health and wellbeing of our students is a real concern. The delivery of practical work in engineering and science remains problematic for now and will be avoided. Students will bring their own lunch, with the dining room configured to support social distancing.

UAE South Bank rationale

At UAE, our initial invitees for face to face delivery will be those who have engaged least with remote learning based on Google Classroom data: there is a significant crossover with disadvantage with this group. They will be taught much of the content they have not engaged well with by specialist teachers in person. This will be supplemented by provision for all students on a rota. Mixing of groups will be minimised but bubbles will not be maintained between option subjects. The choice of learning spaces and restrictions on group sizes will permit social distancing. Again there will be a significant pastoral engagement with these students. We will pivot to inviting other Year 10 and 12 students on a rota following input with the least engaged.

Catering

At both schools we are not anticipating offering a cooked lunch on site: it is not currently financially viable to open the canteen for such small numbers. Instead we will continue to support students through the Wonde supermarket e-voucher scheme, which has worked well for us. Students will

mainly bring packed lunches but there will be some supplementary catering offered, with sandwiches, packaged items and bottled water.

Parental views

We have surveyed parents. Demand for face-to-face delivery is there but is not universal from parents, many of whom are content with the remote learning package offered, and many of whom are extremely nervous of their children mixing and using public transport. Many of our families are very vulnerable, so we anticipate low attendance numbers. Non-attenders will not be sanctioned in the normal way, nor recorded as Unauthorised.

Risk assessment – staff and BAME

Considerable work has taken place to risk assess individual staff through surveys in order to provide assurance. We have a diverse staff body and there is particular anxiety amongst the BAME staff community, heightened by the PHE report release recently and wider concerns well publicised in the news. As a responsible employer we are working hard to ensure that staff feel they have the opportunity to voice their concerns (we have surveyed all staff for example and have regular meetings and virtual staff room conversations), have them listened to and translated into actions. We have access to BAMEed guidance which we have worked to in our risk assessments. We have RAG rated all our staff by quantifying and collating risk factors, with only those at the lowest risk being added to face-to-face delivery rotas for the remainder of this academic year. This will be workable for the remainder of the term but our operational model in September is very unclear and may be limited by our ability to staff, given the high number of our team with significant risk factors.

Suggested next steps

1. Board questions and approves current plans / requests further information / does not approve current plans
2. A letter is drafted co-signed by the Trust board chair, CEO/Executive Principal and Principal for each school
3. Communication to parents, students and staff
4. Ongoing review of guidance including statutory and non-governmental eg NGA, BAMEed, ASCL
5. Continuous review of risk assessments including further communications to stakeholders including after re-opening
6. Strategic review before the end of the academic year to inform early stage discussions of shape of provision in September 2020.

Agenda Item 5

	CONFIDENTIAL
Paper title:	UAE and UTC re-opening risk assessments
Board/Committee:	SBA Board
Date of meeting:	08 June 2020
Author(s):	John Taylor, UAE Principal and Austin Sheppard, Principal UTCC
Sponsor(s):	Dan Cundy, Executive Principal
Purpose:	For Discussion
Recommendation:	The Board is requested to discuss the risk assessments for each school

Executive summary

Detailed risk assessments for re-opening the UAE and UTC are enclosed.

The structure of the risk assessment template is based on the best practice seen elsewhere in the sector, and has had input from LSBU. Considerable work has taken place at both schools in preparation to mitigate risks and work has been informed by government and other guidance in arriving at decisions.

The Board is requested to discuss.

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RISK ASSESSMENT FORM

Assessor's name: Jason Philipsz	Date of Assessment: 02/06/2020	Activity/Task: Post COVID-19 pandemic lock-down re-opening
School: UAE South Bank	Principal: John Taylor	

Hazards	Who may be harmed & How	Existing Controls	Risk Rating	Further Controls	Residual Risk	Actions by whom & when	In place? Y/N
Exposure to COVID-19 Page 7	Anyone exposed to the virus or an infected person. May contract Covid-19 – with associated range of health outcomes	SLT to check latest Government guidance on a daily basis. https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings	Likelihood: 5 Consequence: 4 Risk Level: 20	SBA to evaluate staff availability through survey and assess risk based on personal circumstances Staff presence to be limited and shaped by individual risk assessments	Likelihood: 3 Consequence: 4 Risk Level: 12	HR Friday 22nd	Y
Shortage of staff	Students & Staff	Use of 3 double rooms with partitions to allow 15-18 students to be taught in one room with social distancing. Staff to be able to park on site (using non designated parking areas if necessary [e.g. grass/ part of playground etc.]) Traffic Management risk assessment will need amending.	Likelihood: 4 Consequence: 3 Risk Level: 12	Phased return to start letting in year 10 and 12 students gradually. Rotation of staff and students Numbers not to exceed social distancing floor plan calculations	Likelihood: 2 Consequence: 2 Risk Level: 4	Nacer to measure out. 17/05/20 JPZ to calculate student 'load' 22/05/20	Y Y

In-line with Government, WHO and Public Health Guidelines	Staff	<p>Staff to maintain social distance between each other. Staffing levels on site to be kept to a minimum with other staff working from home.</p> <p>All staff provided with information and signage displayed to reflect the current arrangements;</p> <ul style="list-style-type: none"> ○ Hand washing/ sanitising ○ Cleaning ○ Social Distancing <p>A return to work induction should be developed to inform returning staff of the residual hazards and the control measures in place, procedures for hand and respiratory hygiene, cleaning and social distancing.</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	<p>Consider the use of supervisory personnel to act as “social distancing champions” to remind staff, visitors, customers of the procedures and ensure they are followed (potential job for safety reps/ managers).</p> <p>It may be necessary to consult and cooperate with neighbours and businesses in the vicinity (things like, evac procedures, etc), it is recommended that an open dialogue be maintained in cooperation and coordination with business who may also be reopening and have similar challenges/ impacts</p> <p>Efficient timetabling for Year 10 in place</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	JPZ by 15/06/20	
Staff providing support to teaching	Staff, students, contractors and visitors	Staff to maintain social distance between each other. Staffing levels on site to be kept to a minimum with other staff working from home.	<p>Likelihood: 3</p> <p>Consequence: 2</p> <p>Risk Level: 6</p>	<p>Perspex screen installed for reception area</p> <p>Extra day cleaners needed to keep, surfaces and toilets hygienic</p> <p>PPE equipment needed for first aid</p> <p>First aid to be administered only by reception staff</p>	<p>Likelihood:2</p> <p>Consequence:2</p> <p>Risk Level: 4</p>	Site team 16/05/20	y Ongoing with Trust and LSBU estates and procurement teams
Virus entering premises	Staff, Students & Contractors and their families.	Parents & Staff issued with guidance on daily checks to undertake before bringing/sending their child to school.	<p>Likelihood: 5</p> <p>Consequence: 4</p>	Temperature scanning equipment to be used to scan all entering building	<p>Likelihood: 4</p> <p>Consequence: 4</p>	Site team to get scanner from UTC	N

		Contractors asked health check questions on arrival.	Risk Level: 20		Risk Level: 16	and install by 1/06/20		
Page 9	Clothing	Staff, Students & Contractors and their families.	Uniform policy (staff and students) to be amended so that all clothing can be washed after each day (e.g. no blazers, ties etc.).	Likelihood: 4 Consequence: 4 Risk Level: 16	Provide free/washed uniform for families where cleanliness hygiene is an issue Provide onsite laundry service? Daily Uniform check	Likelihood: 3 Consequence: 4 Risk Level: 12	AMS to add temporary changes to uniform policy by 2/06/20 Student Services to order in machine washable black trousers and white shirts by 3/06/20	N N
	Arrival & Departure	Staff/Students	Health check questions to be asked before child enters premises (guidance available in oneSource H&S secure website) Student groups to arrive and depart at through reception to be temperature scanned at staggered set time. 2m social distancing to be enforced on pupils and staff (markings on ground to show students where to stand and wait) apart from in 'bubble' spaces	Likelihood: 3 Consequence: 4 Risk Level: 12	Multiple (at least 3) Staff required to help students queue up outside reception and stick to marked areas as they ask questions upon entry Thermal cameras in use	Likelihood: 2 Consequence: 4 Risk Level: 8	JPZ to write protocol 2/06/20	N

		<p>Staff to wear disposable gloves to open/close gate (if not automatic). Hands to be washed after glove disposal</p> <p>Hand sanitiser to be used at entry and exit points.</p>					
Teaching and getting around premises	Staff/students	<p>Social distancing is the main method of control available to schools to reduce the spread of the virus.</p> <p>Students working in defined and consistent 'bubble' groups</p> <p>Non-practical subjects should be taught remotely using on-line resources such as Zoom for Education (the use of recording will enable students unable to attend live because they are undertaking a practical subject at the time to view the lesson).</p> <p>Where possible practical elements may be possible using remote technology (e.g. music, drama).</p> <p>Practical elements of subjects which cannot be delivered remotely may be taught provided:</p> <p>Student numbers allow social distancing to be maintained in individual teaching spaces <u>and</u> overall student numbers allow social distancing around the school.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Classrooms have clearly defined markings and layout to observe social distancing</p> <p>Students who break social distancing through misbehaviour are sent home</p> <p>Students to stay in classrooms only teachers moving in between sessions</p> <p>Use of playground for PE</p> <p>Students relocated to the sports hall for dance. Students to wear socks and not bare feet</p> <p>Floor capacity calculations</p> <p>Library not to be used to stop transmission from surfaces, books</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	<p>Classrooms marked out by 1/06/20 by site team</p> <p>JBU temporarily alters sanctions/rewards policy 3/06/20</p>	Partially

		<p>Disinfection regimes are in place between sessions.</p> <p>Timetabling must minimise the movements of staff and students around the school (e.g. consider ½ day sessions on a subject).</p> <p>Leave all internal doors open or limit opening and closing using Dorgard, wedges or props. (note this may give rise to a further risk-based fire safety procedures and should be considered on merit)</p> <p>Narrow walkways, “pinch” and passing points should be identified; consider the implementation of one way travel/ movement systems by means of signage on the walls, floors or doors as well as passing places and verbal notification procedures.</p>					
Laboratories/ workshops/ art & music technology rooms	Staff/students	<p>Classes to be divided into groups which facilitate distancing. (See Appendix with floor space calculations)</p> <p>Students to be allocated set desks/workspaces spaced out at 2m minimum. (mark desks/benches in use/not in use). 1 staff member per group.</p> <p>Own equipment only.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Students provided with brand new pencil case so they don't have to borrow touch other peoples</p> <p>Chrome books to be placed in classrooms and cleaned with disinfectant wipes between each session</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	AMS by 8/06/20	N

		<p>Use ICT equipment for demonstrations so that students can remain at their workspace.</p> <p>Windows to be opened to maximise ventilation.</p> <p>Disinfection regimes are in place between sessions. (Energy source isolation must take place before disinfection process begins for powered equipment)</p>				Nacer to oversee Day Cleaners supplied by contractors	Y
<p>Transmission between groups</p> <p>Page 12</p>	Everyone	<p>Classes will remain in designated room at all times unless it is their allocated break-time or for toilet use. Supervisors will continue to supervise the same groups throughout the time covered by this assessment. Cover staff will maintain minimum of 2m social distancing.</p> <p>Avoiding sharing pens, stationery, office and other work equipment</p> <p>Avoid sharing chairs and seating between workstations and workers.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Furniture not being used is stored in a designated classroom on that floor</p> <p>Students to be issued with own stationery upon return.</p> <p>Chairs will be wiped between morning and afternoon sessions when there is a change of groups</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	Site Team by 1/06/20	
Staff & Student Competence	Anyone in building	<p>Staff to receive briefing and complete hand washing e-learning; Students to receive briefing and watch handwashing e-learning.</p> <p><u>Signage and Information</u></p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	First two days should be adaptation INSET for staff without students and preparation time for setting up of lessons and interactions with students	<p>Likelihood: 1</p> <p>Consequence: Staff 4</p> <p>Risk Level: 4</p>	SLT by 3/06/20	

		<p>Information should be provided to staff based on the procedures they must follow to control infection</p> <p>Ensure all staff and cleaning staff are aware of cleaning procedures and issued with PPE.</p> <p>Display prominent signage for staff and students to wash hands regularly and display hand washing poster.</p>		<p>Tour of new layout of school and new signage for staff before commencing lessons with students on first 2 days back</p>			
<p>Competence of any staff wearing PPE</p> <p>Page 13</p>	<p>Staff using PPE & anyone exposed following onward transmission</p>	<p>Current advice as at 06-05-2020 is that the need for PPE is excessive outside of clinical and care environments – make an assessment of the risk specific to your work activities.</p> <p>Gloves and coveralls should be worn when handling large amounts of materials or having to touch lots of surfaces.</p> <p>Gloves to be changed regularly</p> <p>Staff trained on safe glove removing procedure</p> <p>Staff instructed to wash hands thoroughly and regularly</p> <p>Monitor levels of PPE and ensure sufficient remain available.</p> <p>In addition to general items listed in section above.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Further training for First Aiders in use of additional equipment</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>		

		<p>Staff to complete:</p> <ul style="list-style-type: none"> • Infection Prevention & Control e-learning; • Putting on and taking off PPE e-learning; • Competence Quiz. <p>Staff to achieve 80% pass rate in the quiz to undertake work using PPE. 1 resit is allowed before all the training must be repeated.</p>					
Play/ Sport/ Exercise	Staff/Students	<p>Social distancing must be maintained during all play/sport/exercise sessions. Class Groups will be rostered so access to outside areas is restricted to one group at a time.</p> <p>Any equipment used must be capable of being easily sterilised (e.g. plastic). Sterilisation must take place after each session.</p> <p>If balls are used they must only be kicked or used by one student and then sterilised.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Use of playground for PE</p> <p>Students relocated to the sports hall for dance.</p> <p>Students to wear socks and not bare feet</p> <p>No communal use of showers</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>		
Lunch	Staff/students/Catering staff	<p>Students to wash hands before eating.</p> <p>Designated lunch area for each specific group. Students to have packed lunches. Students on free school meals to be provided with packed lunch delivered to designated lunch area or outside if weather suitable provided social distancing can be maintained..</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Serving hatch closed</p> <p>Water served in jugs</p> <p>Water fountains turned off</p> <p>Plastic disposable cups (sorry!)</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>		

<p>Emergency evacuation</p>	<p>Staff/students/contractors</p>	<p>Where practicable maintain social distancing on evacuation routes. If impracticable priority is evacuation.</p> <p>PEEPS should be reviewed and amended accordingly.</p> <p>Fire alarm and emergency lighting tests carried out following reoccupation</p> <p>Fire alarm systems should still be maintained to ensure that it remains in good working order and all testing carried out and documented in the usual way.</p> <p>As a result of COVID-19, If you have had to implement some interim measures, ensure that all staff know and understand why and what they are.</p> <p>Review fire evacuation procedure, including floor plans to ensure that adequate cover is provided for fire wardens to check all areas (note that this may change because of changing entrances and exits etc).</p> <p>Review fire emergency arrangements to ensure that muster points are adequate to allow social distancing in the event of an emergency both for persons evacuating the premises and any anticipated members of the public in the vicinity.</p>	<p>Likelihood: 4 Consequence: 4 Risk Level: 16</p>	<p>New Fire exit signage in place</p> <p>Social distancing stickers on walls and floors</p> <p>Reduced capacity to ease flow of traffic</p> <p>Temporary revision to fire evacuation procedures</p>	<p>Likelihood: 3 Consequence: 4 Risk Level: 12</p>	<p>JPZ to alter evac procedures 3/06/20</p>	
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<p>First Aid & administration of medicines</p>	<p>Staff/Students</p>	<p>Students to be directed to undertake own first aid where applicable (e.g. washing grazes, application of self-adhesive dressings). If first aider needs to get closer to injured party/suspected infection with Corona virus to assess or treat they are to wear disposable aprons, gloves, face shield and RPE (FFP2) - (see also PPE competence, hand to mucous membrane transfer, and PPE transfer sections of r/a)</p> <p>Temperature checks with disposable forehead thermometers and thermal scanning cameras.</p> <p>Ensure that numbers of first aiders are adequate to manage the number of staff and foreseeable accidents (existing first aiders may be non-business critical, working from home and overlooked when reopening school)</p> <p>Check contents of first aid boxes are checked regularly</p> <p>If staff or student show any signs of COVID-19, and if it is safe to do so, the staff or student must be advised to go home and self-isolate in-line with the Government, WHO and Public Health Guidelines.</p>	<p>Likelihood: 5 Consequence: 4 Risk Level: 20</p>	<p>Source PPE first aid training for reception staff</p>	<p>Likelihood: 3 Consequence: 4 Risk Level: 12</p>	<p>Natasha to order in extra PPE LFA to make visors by 3/06/20</p>	<p>Ongoing with Trust and LSBU estates and procurement teams</p>
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		<p>First aiders should follow advice published resuscitation council and the NHS</p> <p>https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/</p> <p>https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov - this advice includes talking injured parties through self-treatment, wearing PPE and using face coverings</p> <p>Ensure emergency contact details for staff and student on file are up to date</p>					
Student Behaviour	Anyone in building	Review risk assessments relating to individual behaviour. Any students with known patterns of misbehaviour which involve not following instructions should not be admitted to school during this period of restriction due to risk of infection transfer.	<p>Likelihood: 4</p> <p>Consequence: 4</p> <p>Risk Level:16</p>	Students who break social distancing through misbehaviour are sent home	<p>Likelihood: 3</p> <p>Consequence:4</p> <p>Risk Level: 12</p>	JBU temporarily alters sanctions/rewards policy 3/06/20	N
Students with SEND	Anyone in building	Review EHCPs and other documentation. Any students with particular needs to have individual plan produced/amended				FPI	Ongoing

<p>Access/egress in building</p>	<p>Staff/Students/Contractors</p>	<p>Access & Egress through common areas to be kept to minimum. External routes to be used whenever practicable. One way systems to be introduced where internal routes have to be used. In exceptional circumstances two-way systems may be in place with screens following risk assessment approved by H&S Team.</p> <p>Class Group members to walk at 2m distancing.</p> <p>Markings at 2m intervals in corridors & key areas (e.g. toilets, stairwells, assembly points fire & meet & greet).</p> <p>Fire routes to be amended and communicated. Fire plan to be updated.</p>	<p>Likelihood: 3 Consequence: 4 Risk Level: 12</p>		<p>Likelihood: Consequence: Risk Level:</p>	<p>Site team by 1/06/20</p> <p>JPZ by 3/06/20</p>	
<p>Toilets</p>	<p>Staff/Students/Contractors</p>	<p>Where practicable Student Groups to be allocated a set of toilets for their sole use.</p> <p>Liquid anti-bacterial soap and paper towels to be provided.</p> <p>Everyone to wash hands and apply moisturiser (students' parents to supply for allergy reasons) upon return to classroom.</p> <p>Where toilet facilities are used by more than 1 group, additional controls to be implemented to</p>	<p>Likelihood: 3 Consequence: 4 Risk Level: 12</p>	<p>Hourly toilet cleaning in both buildings with signed sheets on wall.</p> <p>Staff to use disabled toilets</p>	<p>Likelihood: 2 Consequence: 4 Risk Level: 8</p>		

		ensure social distancing (e.g. taking sinks/w/cs out of use, access control etc.)					
Students & Staff with Allergies which can cause coughing (e.g. Hayfever)	Anyone in building	Parents to complete allergy declaration form. Parents to follow guidance on pre-school checks Students/staff with coughs caused by allergens to cover mouth & nose with surgical mask. Information to parents to explain presence and purpose of masks.	Likelihood: 3 Consequence: 5 Risk Level: 15	Check against SIMS records and follow up discrepancies	Likelihood: 2 Consequence:5 Risk Level: 10	Student Services google form to be completed by those invited in by 8/06/20	
Hand to mucous membrane transfer (eyes, nose, mouth)	Staff, Students & Contractors	Regular hand washing - in particular: On arrival/before leaving; Before eating; Before donning PPE/after removing PPE; After using the toilets. Cold/warm running water available for hand washing, with liquid detergent and paper towels at easily accessed areas.	Likelihood: 4 Consequence: 4 Risk Level: 16	Supervision of handwashing between classes at least hourly	Likelihood: 2 Consequence: 4 Risk Level: 8	Teachers/ Student Services	
Surface transfer	Staff, Students & Contractors	Regular cleaning schedule in place Hourly spot cleaning of highly used areas e.g. handles, hand rails, toilet areas. Use of disinfectants with ratio 1000 ppm available chlorine. Rotation of classrooms where space allows to allow time for any virus present on surfaces to die before re-use.	Likelihood: 3 Consequence: 4 Risk Level: 12	Site team to check quality of cleaning hourly	Likelihood: 2 Consequence: 4 Risk Level: 8	Site team/AIM to procure cleaning materials Helena Abrhams - Finance team to allow procurement	Ongoing

Contractors working on site	Staff, Students & Contractors	<p>Only essential maintenance work or essential repairs (e.g. school has no lighting), or work in segregated compounds to be undertaken.</p> <p>Contractors to work out of school hours where possible.</p> <p>Contractors not to work in classrooms when occupied by class group.</p> <p>Contractor's operatives to use social distancing or appropriate PPE if tasks being undertaken cannot be completed whilst maintaining social distancing.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	If visitors/contractors are to visit the school we will request information on possible Covid-19 symptoms	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	Site team to install info graphics and markings by 8/06/20	Ongoing
Transfer of virus onto/off PPE	Staff and potential onwards transfer	<p>Wash hands before handling PPE. Don & remove PPE in specified order.</p> <p>After use double bag disposable PPE, storing securely (dry) for 72 hours and then add to normal rubbish arrangements.</p> <p>Re-usable PPE (e.g. rubber gloves used for general disinfection tasks) should be immersed in disinfectant, rinsed in clean running water and left to dry.</p> <p>Wash hands at end of processes.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Specific bins for disposing of PPE on every floor</p> <p>Emptied hourly</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	Site team/AIM by 1/06/20	
Suspected case of COVID-19 in School	School Staff/Teachers/Parents/Visitors to School	<p>Any staff who are displaying any Coronavirus symptoms such as: -</p> <ul style="list-style-type: none"> • A continuous dry cough • A fever • Shortness of breath 	<p>Likelihood: 4</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	Interview room where the staff/pupil/visitor etc. can be isolated whilst waiting for collection. Ideally with a window that can be opened to provide ventilation.	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	JPZ to issue protocol to staff by 03/06/20	

		<p>Should stay at home for at least 7 days from when the symptoms first started and until all symptoms have passed and they are recovered. If symptoms get worse after 7 days, they should contact NHS 111 https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p> <p>If a member of staff is living in a household where a member of that household is showing symptoms, then they should remain at home and self-isolate for 14 days or until such time as all are free from symptoms.</p> <p>Where a pupil becomes unwell and is waiting for collection they will be moved to a separate area identified for this use.</p> <p>If a confirmed case of COVID-19 is declared to the School then the School should seek further advice from the Health & safety Team.</p>		<p>Identify a room where the staff/pupil/visitor etc. can be isolated whilst waiting for collection. Ideally with a window that can be opened to provide ventilation.</p> <p>If masks are available and the person is an adult a mask should be put on the person who is suspected of Covid-19. If it's a pupil/child, the mask should be worn by the supervising adult in the isolated area. 2m distancing should be in place.</p> <p>Isolation of the area where the person has been in contact and concentrated cleaning of the area.</p> <p>Access and signpost testing, tracking and tracing services.</p>			
Those with specified health conditions	Staff/pupils	Those with specified medical conditions which make them more vulnerable to COVID-19 should follow Government advice. Children in this category should also not use the setting.	<p>Likelihood: 3</p> <p>Consequence: 5</p> <p>Risk Level: 15</p>	Additional considerations to be take into account by SBA from staff survey forming risk assessments for individual staff	<p>Likelihood: 1</p> <p>Consequence: 5</p> <p>Risk Level: 5</p>	SBA to inform staff of expectations for coming to work/working from home	Ongoing

<p>Mental Health and Wellbeing, New and Expectant Mothers, Vulnerable Staff and Staff with Existing Health Conditions</p> <p>The coronavirus (COVID19) outbreak is going to have an impact on everyone's daily lives either working in the school or working from home</p>		<p>Take into account the health and well-being, of staff, ensuring that decisions don't discriminate against certain groups of staff (e.g. decisions about flexible, home or part time working due to school closures)</p> <p>Individual risk assessments should be made for new and expectant mothers and those with specific underlying health conditions.</p>	<p>Likelihood: 3 Consequence: 4 Risk Level: 12</p>	<p>Advice to staff:</p> <ul style="list-style-type: none"> ○ Ensure that any news you read come from a trusted source ○ Limit the amount of time you spend on social media as this could heighten your anxiety ○ Ensure that you look after yourself in terms of self-care, sleep, routine, rest. ○ Ensure that your hours are not excessive ○ Make sure to exercise throughout the day ○ Stay connected to work colleagues by phone, email or video calls 	<p>Likelihood: 2 Consequence: 4 Risk Level: 8</p>		
<p>Cleaning premises, plant, tools and equipment – safe premises:</p>		<p>Do you have internal cleaners (employed or sub-contracted). Engage with premises cleaning staff and discuss enhanced cleaning procedures to prevent cross contamination</p> <p>Cleanliness of working areas including toilets and washrooms must be maintained to keep surfaces clean and free of contamination</p>	<p>Likelihood: 4 Consequence: 4 Risk Level: 16</p>	<p>Spot checks by AIM management team to ensure robustness of procedures in place</p> <p>Day cleaners assigned to floors in use to react to any situation.</p>	<p>Likelihood: 2 Consequence: 4 Risk Level: 8</p>	<p>NACer/AIM by 10/06/20</p>	

Frequent cleaning and disinfection of work areas, equipment, objects and surfaces. Frequency and intensity of cleaning adjusted accordingly with consideration for high use shared facilities such as toilets, flushes, taps etc

Cleaning procedures for equipment, and tools after each use of shared equipment

Regular cleaning of reusable delivery/ storage boxes,
Consider disposable materials to reduce the need for cleaning
If introducing new tools/ equipment/ materials/ workstations these should be accounted for in control of infection risk assessment.
Bin lids should be disinfected regularly as part of enhanced cleaning procedures.

Gloves to be worn when emptying bins and hands washed thoroughly after handling waste. Disposable gloves should be replaced each and every time a pair is used and disposed of in the correct waste stream.

Any new substances introduced or significant changes of substances used should review COSHH assessment.

Working from Home		<p>Carry out home worker risk assessments</p> <p>Provide equipment for staff to work from home safely and effectively — for example, laptops, Monitoring the wellbeing of staff who are working from home</p> <p>Keeping in touch with off-site staff including welfare, mental and physical health and personal security</p>	<p>Likelihood: 2</p> <p>Consequence: 3</p> <p>Risk Level: 6</p>				
Legionella		<p>Thoroughly flushed all water systems.</p> <p>Review control of legionella risk assessment for air con and water systems.</p> <p>Review all established procedures for flushing, sampling water, chlorination/ cleaning of systems – if these have been contracted out to a 3rd party they be contacted to obtain advice on how to proceed</p> <p>Provide information to staff and contractors who may come in to contact with these systems as the during any period of shut down systems may not have been flushed or system condition may have deteriorated and bacteria may be present is levels sufficient to present a risk- it may be necessary to restrict use of systems until the risk assessment is reviewed</p>	<p>Likelihood: 4</p> <p>Consequence: 5</p> <p>Risk Level: 10</p>	<p>Site been maintained every day since lockdown. Taps are run regularly to prevent build up of standing water and possibility of legionella contamination.</p>	<p>Likelihood: 2</p> <p>Consequence: 5</p> <p>Risk Level: 10</p>		

		Ensure adequate supplies of cleaning and decontamination materials to operate systems and adequate PPE for operators					
Ventilation/ Temperature, Lighting		<p>Use natural ventilation (open doors and windows) where possible.</p> <p>It is advised that air-conditioning units not used, but the use of natural ventilation (open doors and windows) where possible.</p> <p>Where heating and air con is critical to controlling the quality of products in the school, it is advisable to contact the air con service provider for additional information and support of their products in relation to the standard or air filtration and recirculation of school air.</p> <p>Air con control panels, remotes, door and window handles, catches, light switches etc should be disinfected before and after being touched as part of enhanced cleaning arrangements.</p> <p>If using additional heaters or fans, they should be handled and controls adjusted as infrequent as possible, and disinfected as part of control of infection procedures.</p>	<p>Likelihood: 4</p> <p>Consequence: 4</p> <p>Risk Level: 16</p>	<p>Consults with manufacturers guidance on operation and cross reference with LSBU team</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	<p>Nacer, Sann-Kee 02/06/20</p>	

<p>Handling Materials/ Deliveries</p>		<p>Government guidance suggests virus may live for up to 72 hours on hard surfaces</p> <p>Staff handling materials, components or other items personnel must use the appropriate PPE gloves and wash/ sanitise hands regularly – ensure that any designated production targets account for this need.</p> <p>Re-useable PPE to be cleaned after use and not shared between staff</p> <p>Display clear signage for delivery drivers/ couriers. Designate drop off/ collection points that enable social distancing for couriers/ delivery drivers.</p>	<p>Likelihood: 4 Consequence: 4 Risk Level: 16</p>	<p>Hygienic clean to take place 72 hours before opening.</p> <p>Daily hygienic surface clean every day from AIM in addition to normal cleaning</p>	<p>Likelihood: 2 Consequence: 4 Risk Level: 8</p>		
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Risk Matrix

The matrix below is designed to help you in identifying a risk level for a given task or activity. Using your experience, the available evidence and existing precautions/control measures in place you will have already determined the consequence of harm, and the likelihood of the harm being realised. The level of risk for the respective task or activity can now be determined using the following matrix.

CONSEQUENCE	Catastrophic	5	5	10	15	20	25	17-25 Unacceptable Stop activity and make immediate improvements
	Major	4	4	8	12	16	20	10-16 Tolerable Look to improve within specified timescale
	Moderate	3	3	6	9	12	15	5-9 Adequate Look to improve at next review
	Minor	2	2	4	6	8	10	1-4 Acceptable No further action, but ensure controls are maintained
	Insignificant	1	1	2	3	4	5	
			1	2	3	4	5	
			Very unlikely	Unlikely	Fairly likely	Likely	Very likely	
			LIKELIHOOD					

Appendix 1 - Floor Capacity

STEM, 163 students total.

Whole ground floor 37 students,(taking in consideration 1 student per workbench in workshop.).

Whole first floor 49 students, (taking in consideration one student per one gas/water bench).

Whole second floor 67 students.

The Whole third floor, roughly about 10 max due to room sizes.

RETAINED 116 students total

Dining hall 27 students.

Whole first floor 50 students.

Whole second floor 48 students.

Whole third floor 18 students(The three classrooms only, the open space didn't count).

Library, I didn't count.

Recommendation for initial reopening.

We open English, Maths, and Spanish Floors as those have double rooms. Limiting factor is Restaurant capacity of 27. In 2 sittings this means 54 students total.

In teaching terms this means one double room and two single classrooms on each floor. 3 teachers per floor.

We can add capacity as we widen our net beyond disengaged students and as restrictions are eased up to the total above



RISK ASSESSMENT FORM

Assessor's name: David Bell	Date of Assessment: 01/06/2020	Activity/Task: Post COVID-19 pandemic lock-down re-opening
School: South Bank UTC	Principal: Austin Sheppard	

Hazards	Who may be harmed & How	Existing Controls	Risk Rating	Further Controls	Residual Risk	Actions by whom & when	In place? Y/N
Exposure to COVID-19 Page 29	Anyone exposed to the virus or an infected person. May contract Covid-19 – with associated range of health outcomes	SLT to check latest Government guidance on a daily basis. https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings	Likelihood: 4 Consequence: 4 Risk Level: 16	SBA to evaluate staff availability through survey and assess risk based on personal circumstances	Likelihood: 3 Consequence: 4 Risk Level: 12	HR via JCO – final reminder sent 04/06/2020	Y
Shortage of staff	Students & Staff	Use of large class rooms to allow up to 15 students to be taught in one room. Staff to be able to park on site (using non designated parking area at rear of the UTC). Due to low numbers and staggered staffing further parking should not be required.	Likelihood: 3 Consequence: 3 Risk Level: 9	Phased return to start letting in year 10 and 12 students gradually. Rotation of staff and students Numbers not to exceed social bubble numbers.	Likelihood: 2 Consequence: 2 Risk Level: 4	Edwin to measure out site with 2m markings in communal areas. 22-23 rd June	Y

<p>In-line with Government, WHO and Public Health Guidelines</p>	<p>Staff</p>	<p>Staff to maintain social distance between each other. Staffing levels on site to be kept to a minimum with other staff working from home.</p> <p>All staff provided with information and signage displayed to reflect the current arrangements;</p> <ul style="list-style-type: none"> ○ Hand washing/ sanitising ○ Cleaning ○ Social Distancing <p>A return to work induction should be developed to inform returning staff of the residual hazards and the control measures in place, procedures for hand and respiratory hygiene, cleaning and social distancing.</p>	<p>Likelihood: 2 Consequence: 4 Risk Level: 8</p>	<p>Consider the use of supervisory personnel to act as “social distancing champions” to remind staffs, visitors, customers of the procedures and ensure they are followed (potential job for safety reps/ managers).</p> <p>It may be necessary to consult and cooperate with neighbours and businesses in the vicinity (things like, evac procedures, etc), it is recommended that an open dialogue be maintained in cooperation and coordination with business who may also be reopening and have similar challenges/ impacts</p>	<p>Likelihood: 2 Consequence: 4 Risk Level: 8</p>	<p>PPE resources delivered to DBE. w/b 08/06/20</p> <p>Cleaning arrangements to be arranged by Edwin w/b 08/06/20</p> <p>Handwashing protocol to be developed by DBE</p> <p>Social distancing protocol to be clarified inside and outside of bubble groups - DBE</p>	<p>Y</p> <p>Y</p> <p>N</p> <p>N</p>
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Staff providing support to teaching	Staff, students, contractors and visitors	Staff to maintain social distance between each other. Staffing levels on site to be kept to a minimum with other staff working from home.	Likelihood: 3 Consequence: 2 Risk Level: 6	Reception glass screen to be kept closed. Redeployment of day cleaner needed to keep, surfaces and toilets hygienic PPE equipment needed for first aid. First aid to be administered only by appointed person	Likelihood:2 Consequence:2 Risk Level: 4	Site team 16/05/20	Y Ongoing with Trust and LSBU estates and procurement teams Y
Virus entering premises	Staff, Students & Contractors and their families.	Parents & Staff issued with guidance on daily checks to undertake before bringing/sending their child to school. Contractors asked health check questions on arrival. Questions to be formatted.	Likelihood: 4 Consequence: 4 Risk Level: 16	Temperature scanning equipment to be used to scan all entering building	Likelihood: 3 Consequence: 4 Risk Level: 12	Scanner to be issued to UTC. Guidance / Policy to be developed - DBE	N N
Clothing	Staff, Students & Contractors and their families.	Uniform policy (staff and students) to be amended. Students to wear own clothing, fresh clothing to be worn each day. Staff to be advised of the same.	Likelihood: 4 Consequence: 4 Risk Level: 16	No further control.	Likelihood: N/A Consequence: N/A Risk Level: N/A	Uniform policy already allows for relaxation of rules at principals discretion.	Y
Arrival & Departure	Staff/Students	Health check questions to be asked before child enters premises Student groups to arrive and depart at through canteen to be temperature scanned at staggered set time.	Likelihood: 3 Consequence:4 Risk Level: 12	Multiple staff required to help students queue up outside canteen and stick to marked areas as they ask questions upon entry.	Likelihood: 2 Consequence: 4 Risk Level: 8	Policy to be written by DBE w/b 08/06/20	N

		<p>Staff and visitors to enter via reception.</p> <p>2m social distancing to be enforced on pupils and staff (markings on ground to show students where to stand and wait) apart from in 'bubble' spaces</p> <p>Staff to wear disposable gloves only when engaging with anyone at close quarter – washing hands remains the primary method of hygiene.</p> <p>Hand sanitiser to be used at entry and exit points.</p>					
<p>Teaching and getting around premises</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 32</p>	Staff/students	<p>Social distancing is the main method of control available to schools to reduce the spread of the virus.</p> <p>Students working in defined and consistent 'bubble' groups</p> <p>For students not in the UTC:</p> <p>Subjects should be taught remotely using on-line resources. Where possible practical elements may be possible using remote technology.</p> <p>Disinfection regimes are in place between sessions and a rotation of rooms allowing 24-36 hours to enable cleaning.</p>	<p>Likelihood: 3</p> <p>Consequence: 3</p> <p>Risk Level: 9</p>	<p>Classrooms have clearly defined markings and layout to observe social distancing. Layouts pre-determined.</p> <p>Students who break social distancing through misbehavior will be sanctioned, sending home may be necessary</p> <p>Students to stay in classrooms only teachers moving in between sessions</p> <p>No PE to take place.</p> <p>Library not to be used to stop transmission from surfaces, books</p>	<p>Likelihood: 2</p> <p>Consequence: 3</p> <p>Risk Level: 6</p>	<p>Classrooms marked out by 24/06/20</p> <p>RHA to amend behavior policy.</p>	<p>N</p> <p>N</p>

		<p>Timetabling must minimise the movements of staff and students around the school</p> <p>Leave all internal doors open or limit opening and closing using Dorgard, wedges or props. (note this may give rise to a further risk-based fire safety procedures and should be considered on merit)</p> <p>Narrow walkways, “pinch” and passing points should be identified; consider the implementation of one way travel/ movement systems by means of signage on the walls, floors or doors as well as passing places and verbal notification procedures.</p>		Stairwells are now one way.			
Laboratories / technology rooms	Staff/students	<p>Classes to be divided into groups which facilitate distancing. (See Appendix with floor space calculations)</p> <p>Students to be allocated set desks/workspaces spaced out at 2m minimum. (mark desks/benches in use/not in use). 1 staff member per group.</p> <p>Own equipment only.</p> <p>Use ICT equipment for demonstrations so that students can remain at their workspace.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Students will bring in own tablets and will not use UTC ICT. CS lessons to take place online. Business lessons, laptop issued to student for sole use.</p> <p>Disinfectant wipes between each session or spray.</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	DBE to order cleaning product 08/06/20	N

		<p>Windows to be opened to maximise ventilation.</p> <p>Disinfection regimes are in place between sessions. (Energy source isolation must take place before disinfection process begins for powered equipment)</p>				Edwin to oversee Day Cleaners supplied by contractors	Y	
Page 34	Transmission between groups	Everyone	<p>Classes will remain in designated room at all times unless it is their allocated break-time or for toilet use. Supervisors will continue to supervise the same groups throughout the time covered by this assessment. Cover staff will maintain minimum of 2m social distancing.</p> <p>Avoiding sharing pens, stationery, office and other work equipment</p> <p>Avoid sharing chairs and seating between workstations and workers.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Furniture not being used is stored in a designated classroom on that floor</p> <p>Students to be issued with own stationery upon return.</p> <p>Chairs will be wiped between morning and afternoon sessions when there is a change of groups</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	Edwin by 22/06/20	
	Staff & Student Competence	Anyone in building	<p>Staff to receive briefing and complete hand washing e-learning; Students to receive briefing and watch handwashing e-learning.</p> <p><u>Signage and Information</u></p> <p>Information should be provided to staff based on the procedures they must follow to control infection</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	<p>First two days should be adaptation INSET for staff without students and preparation time for setting up of lessons and interactions with students</p> <p>Tour of new layout of school and new signage for staff before commencing lessons with students on first 2 days back</p>	<p>Likelihood: 1</p> <p>Consequence: Staff 4</p> <p>Risk Level: 4</p>	SLT by 22/06/20	

		<p>Ensure all staff and cleaning staff are aware of cleaning procedures and issued with PPE.</p> <p>Display prominent signage for staff and students to wash hands regularly and display hand washing poster.</p>					
Competence of any staff wearing PPE	Staff using PPE & anyone exposed following onward transmission	<p>Current advice as at 06-05-2020 is that the need for PPE is excessive outside of clinical and care environments – make an assessment of the risk specific to your work activities.</p> <p>Gloves and coveralls should be worn when handling large amounts of materials or having to touch lots of surfaces.</p> <p>Gloves to be changed regularly</p> <p>Staff trained on safe glove removing procedure</p> <p>Staff instructed to wash hands thoroughly and regularly</p> <p>Monitor levels of PPE and ensure sufficient remain available.</p> <p>In addition to general items listed in section above. Staff to complete:</p> <ul style="list-style-type: none"> • Infection Prevention & Control e-learning; 	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	Further training for First Aiders in use of additional equipment	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>		

		<ul style="list-style-type: none"> Putting on and taking off PPE e-learning; Competence Quiz. <p>Staff to achieve 80% pass rate in the quiz to undertake work using PPE. 1 resit is allowed before all the training must be repeated.</p>					
Play/ Sport/ Exercise	Staff/Students	<p>Social distancing must be maintained during all play sessions. Class Groups will be rostered so access to outside areas is restricted to one group at a time.</p> <p>Any equipment used must be capable of being easily sterilised (e.g. plastic). Sterilisation must take place after each session.</p> <p>UTC gym to be closed to all staff and students.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	No communal use of showers	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	SLT	
Lunch	Staff/students/Catering staff	<p>Students to wash hands before eating.</p> <p>Designated lunch area for each specific group. Students to have packed lunches.</p> <p>Students on free school meals will continue to receive vouchers and are expected to bring in lunch. UTC to supplement.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Serving hatch closed</p> <p>Water fountains turned off</p> <p>Bottled water ordered in, students requested to bring in water bottle.</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	SLT 08/06/20	N
Emergency evacuation	Staff/students/contractors	Where practicable maintain social distancing on evacuation routes. If impracticable priority is evacuation.	<p>Likelihood: 4</p> <p>Consequence: 4</p>	New Fire exit signage in place	<p>Likelihood: 3</p> <p>Consequence: 4</p>	DBE to alter evac procedures 08/06/20	

		<p>PEEPS should be reviewed and amended accordingly.</p> <p>Fire alarm and emergency lighting tests carried out following reoccupation</p> <p>Fire alarm systems should still be maintained to ensure that it remains in good working order and all testing carried out and documented in the usual way.</p> <p>As a result of COVID-19, If you have had to implement some interim measures, ensure that all staff know and understand why and what they are.</p> <p>Review fire evacuation procedure, including floor plans to ensure that adequate cover is provided for fire wardens to check all areas (note that this may change because of changing entrances and exits etc).</p> <p>Review fire emergency arrangements to ensure that muster points are adequate to allow social distancing in the event of an emergency both for persons evacuating the premises and any anticipated members of the public in the vicinity.</p>	<p>Risk Level: 16</p>	<p>Social distancing stickers on walls and floors</p> <p>Reduced capacity to ease flow of traffic</p> <p>Temporary revision to fire evacuation procedures</p>	<p>Risk Level: 12</p>		
<p>First Aid & administration of medicines</p>	<p>Staff/Students</p>	<p>Students to be directed to undertake own first aid where applicable (e.g. washing grazes,</p>	<p>Likelihood: 5 Consequence: 4</p>	<p>Source PPE first aid training for reception staff</p>	<p>Likelihood: 3 Consequence: 4</p>		<p>Ongoing with Trust and LSBU</p>

application of self-adhesive dressings). If first aider needs to get closer to injured party/suspected infection with Corona virus to assess or treat they are to wear disposable aprons, gloves, face shield and PPE (FFP2) - (see also PPE competence, hand to mucous membrane transfer, and PPE transfer sections of r/a)

Temperature checks with disposable forehead thermometers.

Ensure that numbers of first aiders are adequate to manage the number of staffs and foreseeable accidents (existing first aiders may be non-business critical, working from home and overlooked when reopening school)

Check contents of first aid boxes are checked regularly

If staff or student show any signs of COVID-19, and if it is safe to do so, the staff or student must be advised to go home and self-isolate in-line with the Government, WHO and Public Health Guidelines.

First aiders should follow advice published resuscitation council and the NHS
<https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19->

Risk Level: 20

Risk Level: 12

estates and procurement teams

		coronavirus-cpr-and-resuscitation/covid-community/https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov - this advice includes talking injured parties through self-treatment, wearing PPE and using face coverings Ensure emergency contact details for staff and student on file are up to date					
Student Behaviour	Anyone in building	Review risk assessments relating to individual behaviour. Any students with known patterns of misbehaviour which involve not following instructions should not be admitted to school during this period of restriction due to risk of infection transfer.	Likelihood: 4 Consequence: 4 Risk Level:16	Students who break social distancing through misbehaviour are sent home	Likelihood: 3 Consequence:4 Risk Level: 12	RHA to review policy with SLT.	N
Students with SEND	Anyone in building	Review EHCPs and other documentation. Any students with particular needs to have individual plan produced/amended				TBC	Ongoing
Access/egress in building	Staff/Students/Contractors	Access & Egress through common areas to be kept to minimum. External routes to be used whenever practicable. One way systems to be introduced where internal routes have to be used. In exceptional circumstances two-way	Likelihood: 3 Consequence: 4 Risk Level: 12		Likelihood: Consequence: Risk Level:	Edwin by 22/06/20	

		<p>systems may be in place with screens following risk assessment approved by H&S Team.</p> <p>Class Group members to walk at 2m distancing.</p> <p>Markings at 2m intervals in corridors & key areas (e.g. toilets, stairwells, assembly points fire & meet & greet).</p> <p>Fire routes to be amended and communicated. Fire plan to be updated.</p>				ASH/DBE by 22/06/20	
Toilets Page 40	Staff/Students/Contractors	<p>Where practicable Student Groups to be allocated a set of toilets for their sole use.</p> <p>Liquid anti-bacterial soap and paper towels to be provided.</p> <p>Everyone to wash hands and apply moisturiser (students' parents to supply for allergy reasons) upon return to classroom.</p> <p>Where toilet facilities are used by more than 1 group, additional controls to be implemented to ensure social distancing (e.g. taking sinks/w/cs out of use, access control etc.)</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Hourly toilet cleaning buildings with signed sheets on wall.</p> <p>Staff to use disabled toilets</p> <p>One toilet per group.</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	DBE/Edwin by 22/06/20	
Students & Staff with Allergies which can cause	Anyone in building	<p>Parents to complete allergy declaration form.</p> <p>Parents to follow guidance on pre-school checks</p>	<p>Likelihood: 3</p> <p>Consequence: 5</p>	Check against SIMS records and follow up discrepancies	<p>Likelihood: 2</p> <p>Consequence:5</p>	Pastoral to send questionnaire to	N

coughing (e.g. Hayfever)		Students/staff with coughs caused by allergens to cover mouth & nose with surgical mask. Information to parents to explain presence and purpose of masks.	Risk Level: 15		Risk Level: 10	parents w/b 08/06/20	
Hand to mucous membrane transfer (eyes, nose, mouth)	Staff, Students & Contractors	Regular hand washing - in particular: On arrival/before leaving; Before eating; Before donning PPE/after removing PPE; After using the toilets. Cold/warm running water available for hand washing, with liquid detergent and paper towels at easily accessed areas.	Likelihood: 4 Consequence: 4 Risk Level: 16	Supervision of handwashing between classes at least hourly	Likelihood: 2 Consequence: 4 Risk Level: 8	Teachers / Edwin	
Surface transfer	Staff, Students & Contractors	Regular cleaning schedule in place Hourly spot cleaning of highly used areas e.g. handles, hand rails, toilet areas. Use of disinfectants with ratio 1000 ppm available chlorine. Rotation of classrooms where space allows to allow time for any virus present on surfaces to die before re-use.	Likelihood: 3 Consequence: 4 Risk Level: 12	Site team to check quality of cleaning hourly	Likelihood: 2 Consequence: 4 Risk Level: 8	AIM to procure cleaning materials Helena Abrhams - Finance team to allow procurement	Ongoing
Contractors working on site	Staff, Students & Contractors	Only essential maintenance work or essential repairs (e.g. school has no lighting), or work in segregated compounds to be undertaken. Contractors to work out of school hours where possible.	Likelihood: 3 Consequence: 4 Risk Level: 12	If visitors/contractors are to visit the school we will request the following information to see if they can establish the following: - <ul style="list-style-type: none">Are well and do not have any of the symptoms of coronavirus	Likelihood: 2 Consequence: 4 Risk Level: 8	Edwin to install info graphics and markings by 22/06/20	Ongoing

		<p>Contractors not to work in classrooms when occupied by class group.</p> <p>Contractor’s operatives to use social distancing or appropriate PPE if tasks being undertaken cannot be completed whilst maintaining social distancing.</p>		<ul style="list-style-type: none"> Have not visited any of the specified countries in the last 14 days <p>Follow strict control of infection/hygiene measures</p>			
Transfer of virus onto/off PPE	Staff and potential onwards transfer	<p>Wash hands before handling PPE. Don & remove PPE in specified order.</p> <p>After use double bag disposable PPE, storing securely (dry) for 72 hours and then add to normal rubbish arrangements.</p> <p>Re-usable PPE (e.g. rubber gloves used for general disinfection tasks) should be immersed in disinfectant, rinsed in clean running water and left to dry.</p> <p>Wash hands at end of processes.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Specific bins for disposing of PPE on every floor</p> <p>Emptied hourly</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	AIM by 22/06/20	
Suspected case of COVID-19 in School	School Staff/Teachers/Parents/Visitors to School	<p>Any staff who are displaying any Coronavirus symptoms such as: -</p> <ul style="list-style-type: none"> A continuous dry cough A fever Shortness of breath <p>Should stay at home for at least 7 days from when the symptoms first started and until all symptoms have passed and they are recovered. If symptoms get worse after 7 days, they should contact NHS 111</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>	<p>Likelihood: 4</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Interview room where the staff/pupil/visitor etc. can be isolated whilst waiting for collection. Ideally with a window that can be opened to provide ventilation.</p> <p>Identify a room where the staff/pupil/visitor etc. can be isolated whilst waiting for collection. Ideally with a window that can be opened to provide ventilation.</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	SLT to derive protocol and share with staff by 22/06/20	N

Page 10		<p>If a member of staff is living in a household where a member of that household is showing symptoms, then they should remain at home and self-isolate for 14 days or until such time as all are free from symptoms.</p> <p>Where a pupil becomes unwell and is waiting for collection they will be moved to a separate area identified for this use.</p> <p>If a confirmed case of COVID-19 is declared to the School then the School should seek further advice from the Health & safety Team.</p>		<p>If masks are available and the person is an adult a mask should be put on the person who is suspected of Covid-19. If it's a pupil/child, the mask should be worn by the supervising adult in the isolated area. 2m distancing should be in place.</p> <p>Isolation of the area where the person has been in contact and concentrated cleaning of the area.</p>			
Those with specified health conditions	Staff/pupils	Those with specified medical conditions which make them more vulnerable to COVID-19 should follow Government advice and self isolate for a period of 12 weeks. Children in this category should also not use the setting.	<p>Likelihood: 3</p> <p>Consequence: 5</p> <p>Risk Level: 15</p>	Additional considerations to be take into account by SBA from staff survey	<p>Likelihood: 1</p> <p>Consequence: 5</p> <p>Risk Level: 5</p>	SBA to infrom staff of expeccatio ns for coming to work/worki ng from hoime	Ongoing
Mental Health and Wellbeing, New and Expectant Mothers, Vulnerable Staffs and Staffs with Existing		<p>Take into account the health and well-being, of staffs, ensuring that decisions don't discriminate against certain groups of staffs (e.g. decisions about flexible, home or part time working due to school closures)</p> <p>-Counsellors</p>	<p>Likelihood: 3</p> <p>Consequence: 4</p> <p>Risk Level: 12</p>	<p>Advice to staffs:</p> <ul style="list-style-type: none"> ○ Ensure that any news you read come from a trusted source ○ Limit the amount of time you spend on social media as this 	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>		

<p>Health Conditions</p> <p>The coronavirus (COVID19) outbreak is going to have an impact on everyone's daily lives either working in the school or working from home</p>		<p>Individual risk assessments should be made for new and expectant mothers and those with specific underlying health conditions.</p>		<ul style="list-style-type: none"> ○ could heighten your anxiety ○ Ensure that you look after yourself in terms of self-care, sleep, routine, rest. ○ Ensure that your hours are not excessive ○ Make sure to exercise throughout the day ○ Stay connected to work colleagues by phone, email or video calls 			
<p>Cleaning premises, plant, tools and equipment – safe premises:</p>		<p>Do you have internal cleaners (employed or sub-contracted). Engage with premises cleaning staff and discuss enhanced cleaning procedures to prevent cross contamination</p> <p>Cleanliness of working areas including toilets and washrooms must be maintained to keep surfaces clean and free of contamination</p> <p>Frequent cleaning and disinfection of work areas, equipment, objects and surfaces. Frequency and intensity of cleaning adjusted accordingly with consideration for high use shared facilities such as toilets, flushes, taps etc</p>	<p>Likelihood: 4</p> <p>Consequence: 4</p> <p>Risk Level: 16</p>	<p>Spot checks by AIM management team to ensure robustness of procedures in place</p> <p>Day cleaners assigned to floors in use to react to any situation.</p>	<p>Likelihood: 2</p> <p>Consequence: 4</p> <p>Risk Level: 8</p>	<p>Edwin/AIM by 22/06/20</p>	

		<p>Cleaning procedures for equipment, and tools after each after each use of shared equipment</p> <p>Regular cleaning of reusable delivery/ storage boxes, Consider disposable materials to reduce the need for cleaning If introducing new tools/ equipment/ materials/ workstations these should be accounted for in control of infection risk assessment. Bin lids should be disinfected regularly as part of enhanced cleaning procedures.</p> <p>Gloves to be worn when emptying bins and hands washed thoroughly after handling waste. Disposable gloves should be replaced each and every time a pair of used and disposed of in the correct waste stream.</p> <p>Any new substances introduced or significant changes of substances used should review COSHH assessment.</p>					
<p>Working from Home</p>		<p>Carry out home worker risk assessments</p> <p>Provide equipment for staff to work from home safely and effectively — for example, laptops, Monitoring the wellbeing of staffs who are working from home</p>	<p>Likelihood: 2</p> <p>Consequence: 3</p> <p>Risk Level: 6</p>				

		Keeping in touch with off-site staff including welfare, mental and physical health and personal security					
Legionella		<p>Thoroughly flushed all water systems.</p> <p>Review control of legionella risk assessment for air con and water systems.</p> <p>Review all established procedures for flushing, sampling water, chlorination/ cleaning of systems – if these have been contracted out to a 3rd party they be contacted to obtain advice on how to proceed</p> <p>Provide information to staff and contractors who may come in to contact with these systems as the during any period of shut down systems may not have been flushed or system condition may have deteriorated and bacteria may be present is levels sufficient to present a risk- it may be necessary to restrict use of systems until the risk assessment is reviewed</p> <p>Ensure adequate supplies of cleaning and decontamination materials to operate systems and adequate PPE for operators</p>	<p>Likelihood: 4</p> <p>Consequence: 5</p> <p>Risk Level: 10</p>	Site been maintained every day since lockdown. Taps are run regularly to prevent build up of standing water and possibility of legionella contamination.	<p>Likelihood: 2</p> <p>Consequence: 5</p> <p>Risk Level: 10</p>	DBE/Edwin to have water testing action by 22/06/20	N
Ventilation/ Temperature, Lighting		Use natural ventilation (open doors and windows) where possible.	<p>Likelihood: 4</p> <p>Consequence: 4</p>	Consults with manufacturers guidance on operation and cross reference with LSBU team	<p>Likelihood: 2</p> <p>Consequence: 4</p>	Edwin/ Sann-Kee 22/06/20	N

		<p>It is advised that air-conditioning units not used, but the use of natural ventilation (open doors and windows) where possible.</p> <p>Where heating and air con is critical to controlling the quality of products in the school, it is advisable to contact the air con service provider for additional information and support of their products in relation to the standard or air filtration and recirculation of school air.</p> <p>Air con control panels, remotes, door and window handles, catches, light switches etc should be disinfected before and after being touched as part of enhanced cleaning arrangements.</p> <p>If using additional heaters or fans, they should be handled and controls adjusted as infrequent as possible, and disinfected as part of control of infection procedures.</p>	<p>Risk Level: 16</p>	<p>No AC at the UTC.</p>	<p>Risk Level: 8</p>		
<p>Handling Materials/ Deliveries</p>		<p>Government guidance suggests virus may live for up to 72 hours on hard surfaces</p> <p>Staff handling materials, components or other items personnel must use the appropriate PPE gloves and wash/ sanitise hands regularly – ensure that any</p>	<p>Likelihood: 4 Consequence: 4 Risk Level: 16</p>	<p>Hygienic clean to take place 72 hours before opening.</p> <p>Daily hygienic surface clean every day from AIM in addition to normal cleaning</p>	<p>Likelihood: 2 Consequence: 4 Risk Level: 8</p>	<p>Edwin</p>	<p>N</p>

		<p>designated production targets account for this need.</p> <p>Re-useable PPE to be cleaned after use and not shared between staffs</p> <p>Display clear signage for delivery drivers/ couriers.</p> <p>Designate drop off/ collection points that enable social distancing for couriers/ delivery drivers.</p>					
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Risk Matrix

The matrix below is designed to help you in identifying a risk level for a given task or activity. Using your experience, the available evidence and existing precautions/control measures in place you will have already determined the consequence of harm, and the likelihood of the harm being realised. The level of risk for the respective task or activity can now be determined using the following matrix.

CONSEQUENCE	Catastrophic	5	5	10	15	20	25	17-25 Unacceptable Stop activity and make immediate improvements
	Major	4	4	8	12	16	20	10-16 Tolerable Look to improve within specified timescale
	Moderate	3	3	6	9	12	15	5-9 Adequate Look to improve at next review
	Minor	2	2	4	6	8	10	1-4 Acceptable No further action, but ensure controls are maintained
	Insignificant	1	1	2	3	4	5	
			1	2	3	4	5	
			Very unlikely	Unlikely	Fairly likely	Likely	Very likely	
			LIKELIHOOD					

Appendix 1 - Floor Capacity

	CONFIDENTIAL
Paper title:	Staff Risk Assessments – School Reopening June
Board/Committee:	SBA Board
Date of meeting:	08 June 2020
Author(s):	Jacqui Collins, Trust HR Manager
Sponsor(s):	Dan Cundy, Executive Principal
Purpose:	For Approval
Recommendation:	The Board is requested to consider the risk assessment process for staff returning to work for school reopening and any continuing and further steps required to mitigate ongoing risk in an evolving situation.

Executive summary

Board members are asked to consider the following documents:

1. Staff risk assessment survey.
2. Staff risk assessment summary: UTC.
3. Staff risk assessment summary: UAE.
4. Staff risk assessment case studies.

In considering these documents;

- Is the Board satisfied that the staff survey forming the Trust's risk assessment covers all appropriate areas?
- Does the mechanism for assessing and RAG rating staff for return to work comply with the Board's expectations?
- Is the Board happy to authorise return to work for those staff deemed low risk, based on the information provided?
- Is the equality and diversity impact considered sufficiently?
- What are the next steps for an ongoing and rapidly changing picture?

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Return to School after Lockdown

As the government is requesting the phasing of school re-opening, commencing with Years 10 and 12, all staff are required to complete this form. Please ensure you have done so by 5pm on Friday 22nd May.

We are continuing to follow the most recent government advice, which means the minimum amount of staff and students will be on site at any one time operating social distancing, and this will result in a rota based system for teaching and support staff, with working from home occurring around this. The information below will be used by the Principals to plan these rotas to organise face to face provision for students.

Please note, the current advice is that staff who should not attend for work are those in the 'extremely clinically vulnerable' category, ie those who are shielding, or those that are living in the same household with somebody who is shielding.

For any returns not received, we must assume there are no medical issues or factors precluding those staff members from attending work in person.

***Required**

1. Full name *

2. Organisation: *

Mark only one oval.

- UAE
 UTC
 Central Trust staff

3. 1. Are you currently experiencing any symptoms of coronavirus (a new continuous cough, high temperature, a loss or change in your normal sense of taste or smell)? *

Mark only one oval.

- Yes
 No - go to question 2

4. If yes, when did these symptoms commence?

5. Did you follow our advice to attend a testing centre?

Mark only one oval.

- Yes
 No

6. If yes, when are the results due?

7. If no, when are you going to attend for a test?

8. 2. Is somebody who lives in your house with you currently experiencing any symptoms of coronavirus (a new continuous cough, high temperature, a loss or change in your normal sense of taste or smell)? *

Mark only one oval.

Yes

No - go to question 3

9. If yes, when did these symptoms commence?

10. Did you follow our advice attend a testing centre?

Mark only one oval.

Yes

No

11. If yes, when are the results due?

12. If no, when are you going to attend for a test?

13. 3. Have you already had coronavirus (tested and confirmed by a medical professional)? *

Mark only one oval.

Yes

No - go to question 4

14. If yes, what date did the illness commence?

15. If you were hospitalised, please provide dates and duration.

16. Are you fully recovered?

Mark only one oval.

Yes - go to question 4

No

17. If no, please tell us further information about how the illness continues to affect you.

18. If no, and you require further absence, do you have a medical certificate? (Please upload a photo of the certificate here).

Files submitted:

19. 4. Do you think you may have had coronavirus, but this was not tested or confirmed by a medical professional? *

Mark only one oval.

Yes

No - go to question 5

20. If yes, please explain why.

21. 5. Have you received a letter diagnosing you as 'extremely clinically vulnerable' and instructing you to shield? *

Mark only one oval.

- Yes
 No - go to question 6

22. If yes, please upload your letter here.

Files submitted:

23. 6. Has somebody who is living with you in your house received a letter diagnosing them as 'extremely clinically vulnerable' and instructing them to shield? *

Mark only one oval.

- Yes
 No - go to question 7

24. If yes, please upload their letter here.

Files submitted:

25. 7. If you or somebody living in your house has not received a 'shielding' letter, but do have one of the following health conditions falling within the government's 'extremely clinically vulnerable' guidelines, please detail below. (If none apply, go to question 8).

Mark only one oval per row.

	Myself	Somebody living in my house
Solid organ transplant recipient	<input type="radio"/>	<input type="radio"/>
Undergoing active chemotherapy	<input type="radio"/>	<input type="radio"/>
Lung cancer undergoing radiotherapy	<input type="radio"/>	<input type="radio"/>
Cancer of the blood or bone marrow	<input type="radio"/>	<input type="radio"/>
Undergoing immunotherapy/antibody cancer treatments	<input type="radio"/>	<input type="radio"/>
Cancer treatments affecting immune system	<input type="radio"/>	<input type="radio"/>
Bone marrow/stem transplant last 6 mths	<input type="radio"/>	<input type="radio"/>
Taking immunosuppression drugs	<input type="radio"/>	<input type="radio"/>
Cystic fibrosis	<input type="radio"/>	<input type="radio"/>
Severe asthma	<input type="radio"/>	<input type="radio"/>
COPD	<input type="radio"/>	<input type="radio"/>
SCID	<input type="radio"/>	<input type="radio"/>
Homozygous Sickle Cell	<input type="radio"/>	<input type="radio"/>
Taking immunosuppression therapies	<input type="radio"/>	<input type="radio"/>
Pregnant with significant heart disease	<input type="radio"/>	<input type="radio"/>

26. Please upload relevant evidence here.

Files submitted:

27. If somebody in your household has one of the above conditions, when you return to work will you be able to operate social distancing measures whilst at home with this person?

Mark only one oval.

Yes - go to question 8

No

28. If no, please explain why.

29. 8. Do you, or somebody living in the same house as you, have one of the following? (If none apply, go to question 9).

Mark only one oval per row.

	Myself	Somebody living in my house
Chronic mild to moderate asthma	<input type="radio"/>	<input type="radio"/>
Chronic mild to moderate COPD	<input type="radio"/>	<input type="radio"/>
Chronic mild to moderate bronchitis	<input type="radio"/>	<input type="radio"/>
Chronic mild to moderate emphysema	<input type="radio"/>	<input type="radio"/>
Chronic heart disease/heart failure	<input type="radio"/>	<input type="radio"/>
Chronic kidney disease	<input type="radio"/>	<input type="radio"/>
Chronic liver disease, such as hepatitis	<input type="radio"/>	<input type="radio"/>
Parkinson's	<input type="radio"/>	<input type="radio"/>
Motor Neurone disease	<input type="radio"/>	<input type="radio"/>
Multiple Sclerosis	<input type="radio"/>	<input type="radio"/>
Diabetes	<input type="radio"/>	<input type="radio"/>
Weakened immune system due to a medical condition	<input type="radio"/>	<input type="radio"/>
Seriously overweight (BMI of 40 or above)	<input type="radio"/>	<input type="radio"/>
Pregnant	<input type="radio"/>	<input type="radio"/>

30. Please upload relevant evidence here.

Files submitted:

31. 9. Do you have any other medical condition, not mentioned above, which you think is relevant and would like to tell us about?

Mark only one oval.

Yes

No - go to question 10

32. If yes, please explain below.

33. Please upload relevant evidence here.

Files submitted:

34. 10. Do you consider yourself to have a condition, impairment or disability as defined by the Equality Act 2010? *

Mark only one oval.

Yes

No - go to question 11

35. If yes, please explain why.

36. Please upload relevant evidence here.

Files submitted:

37. 11. Are you a registered carer for a family member who is not living with you and has received a shielding letter? *

Mark only one oval.

Yes

No - go to question 12

38. If yes, provide further information below.

39. Please upload relevant evidence here.

Files submitted:

40. When you return to work, will you be able to operate social distancing measures with the person/people you are caring for?

Mark only one oval.

Yes - go to question 12

No

41. If no, please explain why.

42. 12. How do you travel to work? *

Mark only one oval.

Public transport

Drive (either in own car or by a colleague)

Walk

Cycle

Other: _____

43. If currently travelling by public transport, would you be able to drive to work either in own car or by a colleague if you had access to free parking?

Mark only one oval.

Yes

No

44. 13. What are your feelings about returning to school? *

45. 14. We will be following advice around regular hand-washing, sanitising and social distancing for staff and students. Please tell us if you will be bringing PPE to wear whilst at work. *

Mark only one oval.

Yes

No

46. 15. Is there anything else you would like to share or raise with us?

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Google Forms

Summary - UTC

<u>Risk assessments undertaken</u>	35
Staff currently experiencing symptoms	0
Staff who have had COVID (confirmed by test)	1
Staff with family member who has had COVID (confirmed by test)	0
Staff who believe they have had COVID (not confirmed by test)	3
Staff who have received a shielding letter	1
Staff whose household member has received a shielding letter	1
Staff who have not received a shielding letter but have a medical condition classed as extremely clinically vulnerable	0
Staff whose household member has not received a shielding letter but have a medical condition classed as extremely clinically vulnerable	1
Staff who are pregnant, have a BMI of 40 or above, or have a medical condition classed as clinically vulnerable	6
Staff whose household member is pregnant, has a BMI of 40 or above, or has a medical condition classed as clinically vulnerable	5
Staff who have raised additional medical conditions they believe are relevant (for self or household member)	3
Staff who have declared a condition, impairment or disability as defined by the Equality Act 2010	0
Staff who have declared a recent or historical vitamin D deficiency	3
Staff who are registered carers	1
Staff who have expressed a desire to wear PPE when they return to school	14
BAME	17
<u>Staff modes of transport:</u>	
Public transport	16
Drive	12
Cycle	4
Walk	3
<u>RAG ratings:</u>	
Staff deemed low risk and able to return to school	19
Staff deemed medium risk and recommended to work at home if possible/follow up required	11
Staff deemed high risk and must work at home	5

No. outstanding:	0
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Of those, hospitalised:	1
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Of those, who can drive into work:	7	<i>(where free parking provided)</i>
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Summary - UAE

Risk assessments undertaken	91
Staff currently experiencing symptoms	0
Staff who have had COVID (confirmed by test)	1
Staff with family member who has had COVID (confirmed by test)	0
Staff who believe they have had COVID (not confirmed by test)	19
Staff who have received a shielding letter	4
Staff whose household member has received a shielding letter	6
Staff who have not received a shielding letter but have a medical condition classed as extremely clinically vulnerable	3
Staff whose household member has not received a shielding letter but have a medical condition classed as extremely clinically vulnerable	4
Staff who are pregnant, have a BMI of 40 or above, or have a medical condition classed as clinically vulnerable	19
Staff whose household member is pregnant, has a BMI of 40 or above, or has a medical condition classed as clinically vulnerable	22
Staff who have raised additional medical conditions they believe are relevant (for self or household member)	7
Staff who have declared a condition, impairment or disability as defined by the Equality Act 2010	4
Staff who have declared a recent or historical vitamin D deficiency	0
Staff who are registered carers	0
Staff who have expressed a desire to wear PPE when they return to school	40
BAMEU	57
Staff modes of transport:	
Public transport	50
Drive	19
Cycle	10
Walk	12
RAG ratings:	
Staff deemed low risk and able to return to school	46
Staff deemed medium risk and recommended to work at home if possible/follow up required	11
Staff deemed high risk and must work at home	34

No. outstanding:	8
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Of those, hospitalised:	1
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Of those, who can drive to work:	8
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Risk Assessment Case Studies

Please note: employee's age has been automatically factored in to all risk assessments

Low risk

Name	Self current COVID symptoms?	Household current COVID symptoms?	Already had COVID?	Self shielding?	Household shielding?	Self extremely clinically vulnerable?	Household extremely clinically vulnerable?	Self clinically vulnerable?	Household clinically vulnerable?	Other medical condition?	Disability?	Registered carer?	Travel mode	BAME?	Vitamin D deficiency?
Staff A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Cycle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Staff A is not experiencing COVID symptoms either self or household.
- Staff A has no medical conditions either self or household.
- No disability has been declared under the equality act.
- They are not a registered carer for a vulnerable individual.
- They commute by bike therefore can operate optimum social distancing.
- They are not BAME and do not have a vitamin D deficiency.

Result: Staff A has been deemed low risk to return to school.

Medium risk

Name	Self current COVID symptoms?	Household current COVID symptoms?	Already had COVID?	Self shielding?	Household shielding?	Self extremely clinically vulnerable?	Household extremely clinically vulnerable?	Self clinically vulnerable?	Household clinically vulnerable?	Other medical condition?	Disability?	Registered carer?	Travel mode	BAME?	Vitamin D deficiency?
Staff B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Walk	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Staff B is not experiencing COVID symptoms either self or household.
- Staff B has a medical condition in their household which is classed as clinically vulnerable.
- No disability has been declared under the equality act.
- They are not a registered carer for a vulnerable individual.
- They commute on foot therefore can operate optimum social distancing.
- They are not BAME and do not have a vitamin D deficiency.

Result: Staff B has been deemed medium risk to return to school. Partner's medical condition has been factored in but as he can walk to school, this is deemed as medium risk. We would consider this employee working from home if their role allows it.

Name	Self current COVID symptoms?	Household current COVID symptoms?	Already had COVID?	Self shielding?	Household shielding?	Self extremely clinically vulnerable?	Household extremely clinically vulnerable?	Self clinically vulnerable?	Household clinically vulnerable?	Other medical condition?	Disability?	Registered carer?	Travel mode	BAME?	Vitamin D deficiency?
Staff C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Drive	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Staff C is not experiencing COVID symptoms either self or household.
- Staff C has no medical conditions either self or household.
- No disability has been declared under the equality act.
- They are not a registered carer for a vulnerable individual.
- They commute by car therefore can operate optimum social distancing.
- They are BAME but do not have a vitamin D deficiency.

Result: Staff C has been deemed medium risk to return to school. He is BAME but can drive to school, therefore this is deemed as medium risk. We would consider this employee working from home if their role allows it.

High risk

Name	Self current COVID symptoms?	Household current COVID symptoms?	Already had COVID?	Self shielding?	Household shielding?	Self extremely clinically vulnerable?	Household extremely clinically vulnerable?	Self clinically vulnerable?	Household clinically vulnerable?	Other medical condition?	Disability?	Registered carer?	Travel mode	BAME?	Vitamin D deficiency?
Staff D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Public transport	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Staff D is not experiencing COVID symptoms either self or household.
- Staff D is shielding and therefore is extremely clinically vulnerable.
- No disability has been declared under the equality act.
- They are not a registered carer for a vulnerable individual.
- They commute by public transport.
- They are not BAME and do not have a vitamin D deficiency.

Result: Staff D has been deemed high risk to return to school. She is shielding due to receiving a letter from the government and having one of the defined extremely clinically vulnerable medical conditions. She will be working from home and this will be reviewed regularly. Home working environment, including any adjustments will also be reviewed by school/HR.

High risk

Name	Self current COVID symptoms?	Household current COVID symptoms?	Already had COVID?	Self shielding?	Household shielding?	Self extremely clinically vulnerable?	Household extremely clinically vulnerable?	Self clinically vulnerable?	Household clinically vulnerable?	Other medical condition?	Disability?	Registered carer?	Travel mode	BAME?	Vitamin D deficiency?
Staff E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Drive	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Staff E is not experiencing COVID symptoms either self or household.
- Staff E has a medical condition classed as clinically vulnerable.
- No disability has been declared under the equality act.
- They are not a registered carer for a vulnerable individual.
- They commute by driving.
- They are BAME and have a vitamin D deficiency.

Result: Staff E has been deemed high risk to return to school. He has asthma which means he is clinically vulnerable, is BAME and has had a recent vitamin d test showing a deficiency. He will be working from home and this will be reviewed regularly. Home working environment, including any adjustments will also be reviewed by school/HR.

	INTERNAL
Paper title:	Governance process
Board/Committee:	SBA Board
Date of meeting:	08 June 2020
Author(s):	Michael Broadway, Company Secretary
Sponsor(s):	Hitesh Tailor, Chair of the Board
Purpose:	For Information
Recommendation:	The Board is requested to note the DfE guidance for Boards on re-opening schools and general advice from VWV

Executive summary

On 4 June 2020, the DfE published an update on coronavirus and school governance, including FAQs to support trustees and to address the specific issues pertinent to trust boards during the coronavirus outbreak. The update is included in full for information.

Also enclosed are some legal FAQs from VWV.

The Board is requested to note.

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Part of

Education and childcare during coronavirus (<https://www.gov.uk/coronavirus-taxon/education-and-childcare>)

1. Department

for Education (<https://www.gov.uk/government/organisations/department-for-education>)

Correspondence

School governance: coronavirus (COVID-19) June update

Updated 4 June 2020

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Message from the Secretary of State

I wanted to thank you personally for the profound and inspiring leadership of schools at this time. Over the last two months I have seen so many examples of the tenacious determination of schools to find ways to care for children and staff, backed by practical and measured thinking.

I am particularly grateful to you as trustees and governors for your dedication to the wellbeing and capacity of school leaders, who are under immense pressure, as well as your ambition to support your communities. Thank you.

Many schools and trusts have not hesitated to help other schools and trusts in the system, and we would like to encourage you to continue to work closely with each other and with local authorities as we seek to overcome these challenges together.

In his statement on Thursday 28 May 2020, the Prime Minister confirmed that we have made progress in reducing the transmission of coronavirus (COVID-19), and met the 5 tests (<https://www.gov.uk/government/publications/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy#our-aims-saving-lives-saving-livelihoods>) set by the government. Based on all the evidence, primary schools can put into practice the plans they have made for a phased return of some pupils from Monday 1 June 2020, and secondary schools from 15 June 2020 – this is alongside the full time provision schools are offering to priority groups, including vulnerable children and children of critical workers. The Department for Education ([DfE](https://www.gov.uk/government/organisations/department-for-education)) has published guidance to support schools to welcome more children back. By returning pupils gradually, settings can reduce the number of children and young people in classrooms compared to usual, and put protective measures (<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>) in place to reduce risks. The guidance sets out a range of such measures schools should implement, including keeping children in small consistent groups.

Our guidance is clear that schools and colleges continue to be best placed to make decisions about how to support and educate all their pupils during this period. We expect school leaders to prioritise support for pupils' mental health and wellbeing and make their own assessment of pupils' learning and further curriculum support needs, including for those with additional needs or those facing transition to another phase of education.

[DfE](https://www.gov.uk/government/organisations/department-for-education) urges governors and trustees to work together closely with school leaders to ensure that all decisions taken are in the best interest of staff and pupils, as we enter the next phase of our response to coronavirus (COVID-19). We would encourage you to continue to work with local authorities, who have a key role in resilience and emergency planning, as well as responsibility for the wellbeing of vulnerable children and school places. By working in partnership, taking practical steps, and supporting each other, we can steer a course through these challenging times.

[DfE](https://www.gov.uk/government/organisations/department-for-education) will continue to work with the sector to share practical planning advice as well as further detailed guidance, including frequently asked questions (FAQs) for governors and trustees.

You can find [DfE](https://www.gov.uk/government/organisations/department-for-education)'s latest coronavirus (COVID-19) information here (<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>).

I recognise the scale of the ask of schools at this time. In working to support your children, staff and communities, and reaching out to help other school leaders, you are performing an invaluable public service. I applaud your commitment and dedication, and we stand ready to support you in every way we can.

The next few weeks and months will continue to be a challenging time for school and trust leaders. Our regional teams will continue to work closely with you and with local authorities to provide support.

Thank you again for your leadership.

Gavin Williamson

Secretary of State for Education

State-funded academy trust and maintained school governance during coronavirus (COVID-19) FAQs

DfE has compiled FAQs to support governors, trustees, governance professionals, clerks and chairs, in both the maintained and academy sectors, and to address the specific issues pertinent to governing and trust boards and local governing bodies (LGBs) during the coronavirus (COVID-19) outbreak.

The FAQs should be read alongside the other key documents DfE has recently published including:

- actions for educational and childcare settings to prepare for wider opening from 1 June 2020 (<http://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>)
- coronavirus (COVID-19): implementing protective measures in education and childcare settings (<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>)
- planning guide for primary schools (<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>)
- planning guide for secondary schools (<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>)

We will continue to work with the sector to listen and respond to the issues you are facing, and will provide further guidance where necessary. Thank you for all that you have been doing to support schools, and especially school leaders, throughout this time.

Role of governing and trust boards

1. What is the role of a governing or trust board in the wider opening of a school?

The governing or trust board is responsible for its schools at a strategic level but chief executive officers (CEOs)/headteachers/principals have delegated responsibilities for the day to day operational management of their school. Governing and trust boards will need to be aware of the operational decisions being taken by the school or trust's senior leaders, and should be assured that an adequate risk assessment has been conducted, and that protective measures are in place to reduce risks to children and staff. In practice, we expect school leaders and boards to work collaboratively in deciding how and when schools can extend their provision to additional pupils.

Headteachers of maintained schools should engage with their local authority and headteachers/principals of academy trusts should engage with the CEO. All schools should engage with their local authorities, as appropriate, to ensure the services they will need to support their operation are in place.

2. How can a governing or trust board assure itself of the robustness of the school's risk assessment and plans in preparation for wider opening?

Boards should be assured that the headteacher/principal has had regard to DfE's guidance in their preparation and planning. This includes advice on putting in place protective measures (<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>) - such as smaller class sizes, and cleaning regimes.

Boards will need to receive and discuss business critical risks as they would normally do with the headteacher/principal in a supportive manner and review the risk assessment and plans as necessary. The National Governance Association ([NGA](https://www.nga.org.uk/getmedia/0db81cf9-6fb5-4145-9139-dbf1c30dc63/NGA-COVID-19-Issue-7-Guidance-21-May-2020.pdf)) (<https://www.nga.org.uk/getmedia/0db81cf9-6fb5-4145-9139-dbf1c30dc63/NGA-COVID-19-Issue-7-Guidance-21-May-2020.pdf>) and Confederation of School Trusts (CST) (<https://cstuk.org.uk/wp-content/uploads/2020/05/CST-decision-making-framework-for-Trust-Boards-13-May-2020.pdf>) have produced further information which boards may find helpful for this process. Boards can find general guidance about their core functions, responsibilities and legal duties in the Governance Handbook (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf).

3. How can boards take account of the views of staff, parents/carers and the local community?

Governors and trustees should be satisfied that senior leaders are communicating frequently and effectively with staff, parents, carers and the local community, and listening and responding to any concerns they may have regarding the further opening of the school. In academy trusts, executive leaders and the trust board should engage with the local governing body ([LGB](#)) to understand the local context.

Governing and trust boards and headteachers/principals should work together to listen to and address any local concerns. Further guidance for parents can be found in [DfE](#) guidance for parents and carers (<http://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>).

4. In a trust with multiple academies, what if the local governing body ([LGB](#)) does not agree with the decision to extend the opening of an academy?

The trust board has ultimate responsibility for being assured by the [CEO](#) that all the academies within the trust have been risk assessed and are ready for extending their opening. If an [LGB](#) has concerns regarding the decision to extend the opening of an academy, the [LGB](#) chair should raise their concerns in accordance with the scheme of delegation where applicable or directly with the chair of the trust board.

5. How can governing or trust boards continue to function effectively during this time?

[DfE](#) understands that governing and trust boards have a key role in supporting their school or trust's senior leaders throughout this period and that decisions will need to be pragmatic, proportionate and sensitive to local circumstances. Boards remain accountable for their schools and should stay connected to senior leaders, and the key operational decisions they are taking, to retain a strategic overview of the school or trust.

Whilst social distancing rules remain, boards should adopt alternative arrangements for holding meetings, for example, by using video or teleconferencing applications. If boards or schools require support to access digital platforms, please see [DfE's](#) guidance on help with technology and remote education (<http://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>). The National Governance Association has also produced guidance for business continuity and holding virtual meetings (<https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Coronavirus-Information-for-governing-boards.aspx>).

6. Should committees continue to meet during this period?

Governing and trust boards, in discussion with the clerk, should take a pragmatic approach to handling any urgent business and assess whether it is reasonable for virtual committee meetings to go ahead. Availability of governors or trustees will need to be considered to ensure that committee meetings are quorate. It may be more practical for the urgent business of any committee to be discussed at the governing or trust board meeting instead.

7. Can trust boards temporarily suspend local governing bodies (LGBs) and committees' powers to assist timely decision-making? Page 75

Yes. If necessary to maintain effective and timely decision making, trustees may temporarily rescind any delegated responsibilities (except where there is a requirement within the Academies Financial Handbook for the establishment of a committee with particular responsibilities), for example, where a committee is currently unable to meet due to coronavirus (COVID-19). However, DfE would expect any short-term changes to be reassessed as the situation changes over the coming months. All boards should keep a paper or electronic record of any decisions related to delegation.

8. Can the terms of office of parent governors/trustees and staff governors whose terms of office are coming to an end be extended during the coronavirus (COVID-19) outbreak?

For maintained schools, the legislation does not allow for an extension to the terms of office for elected governors. However, it is a matter for the governing board to decide whether to take a pragmatic approach to the timing of governor elections during the outbreak and continue to function with vacancies where necessary and practical.

For academy trusts, the terms of office of elected parent local governors on LGBs and elected parent trustees will be determined by the articles of association and trustees will need to make pragmatic decisions as to whether terms can be extended under the particular terms of their articles of association (usually the case for parent local governors), or whether the trust can continue to function with less governors or trustees if necessary.

9. Can recruiting and appointing new governors or trustees go ahead?

Recruiting of governors and trustees can still go ahead and discussions with those who are interested can take place virtually. Disclosure and Barring Service (DBS) checks will still need to be carried out. DfE-funded recruitment programmes are still delivering and placing new governors/trustees.

Further information can be found in the guidance on how to find volunteers to become school governors and trustees (<http://www.gov.uk/guidance/find-volunteers-to-become-school-governors-and-trustees>).

10. Can governors, trustees and clerks still access DfE-funded governance leadership and clerking training programmes?

Yes. Providers have made adjustments to how the training is being delivered, moving to online modules where possible. For further information, see guidance on school and academy governance professional development (<http://www.gov.uk/guidance/school-governors-professional-development>).

Pupil attendance

11. Must all eligible children attend school?

From 1 June 2020, children in nursery, reception, year 1 and year 6 will be eligible to return to primary schools, alongside priority groups who are already eligible, such as vulnerable children and children of critical workers. From 15 June 2020, students in year 10 and 12 can return to secondary schools for some face-to-face support.

Children who are eligible are strongly encouraged to attend school, however, parents will not be penalised for non-attendance at this time. Schools will not be held accountable for attendance performance at this time, but should resume taking their attendance register and continue to complete the online Educational setting status form (<https://form.education.gov.uk/service/educational-setting-status>) which gives DfE daily updates on how many children and staff are attending.

12. How can governing boards manage admissions appeals?

Temporary changes to the School Admission Appeal Regulations 2012 came into force on 24 April which give admission authorities, local authorities and appeal panels some flexibility when dealing with appeals during the coronavirus (COVID-19) outbreak. The temporary regulations, called the School Admissions (England) (Coronavirus) (Appeals Arrangements) (Amendment) Regulations 2020, will remain in force until 31 January 2021.

Further information can be found in [DfE's statutory guidance on school admissions appeals](http://www.gov.uk/government/publications/school-admissions-appeals-code/changes-to-the-school-admission-appeals-code-regulations-during-the-coronavirus-outbreak) (<http://www.gov.uk/government/publications/school-admissions-appeals-code/changes-to-the-school-admission-appeals-code-regulations-during-the-coronavirus-outbreak>) which explains the temporary changes in more detail, including how panels can be held virtually. In addition, further guidance on school admission appeals (<http://www.gov.uk/government/publications/admission-appeals-for-school-places>) is available to assist governing bodies understand their roles and responsibilities.

Exclusions

13. What is the effect of coronavirus (COVID-19) on governing boards' duties to consider reinstatement of excluded pupils and the process for independent review panels (IRPs)?

The government appreciates that it may not have been possible to meet the timeframes set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 for governing board meetings and IRPs over recent months, due to the disruption caused by the coronavirus (COVID-19) outbreak.

We have amended the arrangements for governing board and IRP meetings in relation to exclusions occurring from 1 June 2020, and for some exclusions that occurred before that date, to make provision for such meetings to be held virtually provided certain conditions are met, and to extend time limits in some circumstances. Further advice can be found in our guidance changes to the school exclusion process during the coronavirus (COVID-19) outbreak (<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>).

Safeguarding

14. What is the role of the governing and trust boards in safeguarding during this period?

Governing or trusts boards should continue to have regard to the requirements set out in statutory guidance 'Keeping Children Safe in Education' (KCSIE). It is important that boards review and revise their child protection policy regularly as circumstances continue to evolve. Further advice can be found in [DfE guidance about coronavirus \(COVID-19\) and safeguarding in schools, colleges and other providers](http://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers) (<http://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>).

15. What is the role of the governing or trust boards regarding vulnerable and disadvantaged pupils?

It is a government priority for vulnerable children of all year groups to continue to attend school, and for educational settings to continue in their efforts to increase the number of such children attending the educational setting, where it is appropriate for them to do so. Governing and trust boards should continue to support the headteacher/principal in encouraging vulnerable children and young people to attend. Further information can be found in [DfE guidance on vulnerable children and young people](http://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people) (<http://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>).

Boards should ensure disadvantaged children are being supported to access learning. [DfE](#) has announced support for certain children who do not have access to a digital device or an internet connection. Further information can be found in [DfE](#) guidance for getting help with technology for remote education during coronavirus (<http://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>).

Finances

16. Will there be any impacts on schools' budgets and allocations for the next year?

Schools will continue to receive their core funding allocations in 2020 to 2021, regardless of any periods of closure or reduced operation. Funding allocations for 2021 to 2022 will be announced as soon as possible to allow schools time to plan.

We are also providing additional funding to schools, on top of existing budgets, to cover unavoidable costs incurred due to the coronavirus (COVID-19) outbreak that cannot be met from their existing resources. Further information can be found in [DfE](#) guidance on financial support for schools during coronavirus (COVID-19) (<http://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools>).

This funding does not cover loss of income. Where schools normally provide a service or operation that is wholly or significantly funded by private income, we know this lost revenue will create additional pressure on budgets. Where schools have members of staff delivering these services, which were funded by private income, they should first look to make the necessary savings from their existing budgets or consider options to redeploy these staff. Once these options have been considered, schools can then consider using the Coronavirus Job Retention Scheme (CJRS). See guidance on financial support for education, early years and children's social care (<https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>).

17. How should academy trusts approach financial management at this time?

The Academies Financial Handbook continues to provide the essential framework for effective oversight, control and decision-making. Our 21 April letter to academy trust accounting officers (<http://www.gov.uk/government/publications/letter-to-academy-trust-accounting-officers-april-2020>) provides more detailed advice about the submission of budget returns and accounts.

Academy conversions

18. What is the current position regarding academy conversions?

We have already supported schools who wanted to convert to academy status on 1 April and 1 May to do so. [DfE](#) will continue to do this for future months on a case-by-case basis - such as to provide certainty and clarity to all school staff about their employment status. Those that do not proceed during this period are not cancelled, and processes will resume as soon as practical.

During this period electronic signatures will be accepted from schools and trusts, and, if needed, legal documents will be signed in counterpart to facilitate projects moving forward. [DfE](#) will still physically sign and seal the documents ahead of the first of each month.

Federations

19. Can schools in the middle of a consultation for a proposed federation still go ahead with the consultation?

We are aware of some schools in the middle of a consultation who have chosen to delay the process until a more suitable time. Others may choose to carry on a consultation via email, online surveys, or webinars. In all cases, consideration should be given to the community involved in the consultation and the difficulties they may face in submitting responses.

Complaints

20. Do schools need to maintain the same procedures for handling complaints during the outbreak?

For maintained schools, governing bodies are advised that [DfE](#) does not expect schools to handle new or existing complaints while they are partially closed during the coronavirus (COVID-19) outbreak. Schools should, however, still engage with parents and pupils where they can. Complaints should be considered once schools have fully reopened. Further information can be found in [DfE](#) guidance for maintained schools on complaints procedures (<http://www.gov.uk/government/publications/school-complaints-procedures/best-practice-advice-for-school-complaints-procedures-2019>).

For academies and free schools, the Education and Skills Funding Agency ([ESFA](#)) is advising complainants that the schools complaints procedure must be completed before a complaint can be escalated to [ESFA](#). However, we accept that it may not be possible to complete the school's usual process during the coronavirus (COVID-19) outbreak. The [ESFA](#) Chief Executive has notified trusts that [ESFA](#) "will not be considering complaints about schools' compliance with complaints and exclusions regulations at this time. If we receive complaints about these, we will notify the complainants that we will consider their complaint once restrictions are eased. Where a school's own complaints processes are underway or have not been completed, we advise that they must be, but acknowledge that schools may not be in a position to follow their usual processes or timescales in this regard." Further information can be found in [DfE](#) guidance for academy and free schools (<http://www.gov.uk/government/publications/setting-up-an-academies-complaints-procedure>).

Workforce

21. What is the board's role in ensuring staff wellbeing and that their workloads are manageable?

Governing and trust boards, together with senior leaders, should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. Boards will want to assure themselves that workload is being carefully managed by senior leaders and that this is factored into their resource and curriculum planning, including considering where additional resource could be safely brought in if necessary.

22. Should planned staff re-structure/redundancy still take place during this time?

In the case of maintained schools, it will be for local authorities to consider how best to support the governing bodies of the schools that they maintain at this time. In the case of academies, trusts should assess their plans on a case-by-case basis. If academy trusts find themselves facing financial challenges as a result of these decisions, they can contact [DfE](#)'s dedicated helpline at: DfE.coronavirusHelpline@education.gov.uk

23. Can schools continue to recruit headteachers/principals during this time?

The recruitment of headteachers/principals is a matter for individual governing boards and in trusts, this will be through the trust's scheme of delegation. Schools may wish to refer to the guidance issued by the National Governance Association (<http://www.nga.org.uk/getmedia/6c08ef2c-1421-4319-bcbb-2ff98ae94142/COVID-GUIDANCE-ON-DECISIONS-AND-MEETINGS-UPDATE-FINAL-07042020.pdf>) on how governing boards should recruit headteachers/principals during the coronavirus (COVID-19) outbreak.

24. Should boards continue to appraise the performance of the senior leader/head teacher during this time?

In maintained schools, the governing board remains responsible for this function. Further information can be found in [DfE](http://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy) guidance for maintained schools (<http://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy>). In academies, the scheme of delegation will determine if the trust board or [LGB](#) holds responsibility. However, [DfE](#) encourages all boards to have a flexible and pragmatic approach, keeping in mind that the headteacher's objectives will likely have evolved during the outbreak. We recognise that governors/trustees will want to work collaboratively with the head teacher on how best to support them.

Data collection

25. What is the expectation on providing and analysing data and evidence for educational performance measures and data collection?

To help reduce the burden on educational and care settings at this time, [DfE](#) and its agencies have cancelled or paused all but the most essential data collections, services and requests from educational and care settings until the end of June 2020. Further guidance can be found in [DfE](#) guidance on reducing burdens on educational and care settings (<http://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings>).

In addition, [DfE](#) will not be publishing any key stage 2, 4 or 16 to 18 educational data in performance tables in autumn 2020. [DfE](#) will provide further information about accountability arrangements for future years in due course.

Inspections

26. How is [Ofsted](#) judging the effectiveness of schools and governing or trust boards in delivering education during partial school closures?

On 17 March 2020, the Secretary of State for Education announced the temporary suspension of routine [Ofsted](#) school inspections. The Secretary of State for Education has subsequently issued a notice to temporarily disapply provisions of school inspection legislation (<https://www.gov.uk/government/publications/disapplication-notice-school-inspections-legislation-changes>). The suspension is necessary to alleviate pressure on school leaders and staff and enable them to focus on responding to the coronavirus (COVID-19) outbreak. While routine school inspections are not taking place, [Ofsted](#) retains the power to inspect schools if it has significant concerns.

There are no plans to re-start routine school inspections this term. We continue to work closely with HM Chief Inspector and the sector, and will only re-start routine inspection when it is appropriate to do so. Further information is available in [DfE](#) guidance on [Ofsted](#) and coronavirus (COVID-19) (<http://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>).



Coronavirus FAQs on Planning for School Re-Openings

on Tuesday, 19 May 2020.

We answer critical questions academies and maintained schools may have regarding re-opening during the coronavirus (COVID-19) pandemic (amended 3 June 2020)..

Please note that this document is for general guidance purposes only.

School Re-Opening FAQs

- Can a school opt not to re-open if they choose to do so?
- Is there an increased risk of parents successfully challenging a school to re-open through a judicial review action if a maintained school or academy chooses not to re-open for pupils before September?
- Is it possible to choose a different year groups to re-open?
- Will schools have to offer both remote and on-site provision to members of the same class?
- Will schools be able to open over the summer for students to catch up?
- Can a parent be forced to return their child to school if it re-opens?
- Could a school be sued if a member of staff or a pupil contracted COVID-19 which was traced back to the school? Would this be insured?
- What are the responsibilities of the trustees in academies and governors in maintained schools?
- What information can/should schools be obtaining from pupils/parents/staff in order to manage risk assessments?
- What health and safety measures do schools need to put in place to protect staff, students and parents?
- Operational questions - transport arrangements and catering arrangements

School Admission Appeals

Expert Advice on the Coronavirus Regulations



Can a school opt not to re-open if they choose to do so?

The Government's guidance encourages schools to plan for a phased re-opening:

- Childcare settings and early years providers from 1 June 2020
- Specified year groups in primary schools from 1 June 2020
- Years 10 and 12 in secondary schools from 15 June 2020

As yet, there is no formal direction that they do so (although the Government has the power to issue one under the *Coronavirus Act 2020*).

Schools are therefore entitled to make their own decision on this, but should do so in the knowledge of the possible ramifications of any decision to remain closed, to include issues such as the risk of:

- regulatory action - by the government (through local authorities) requiring them to open (albeit that we consider this risk slim if a proper risk assessment is carried out) and/or possibly the Secretary of State in relation to an academy's funding agreement
- adverse PR at a time when winning the hearts and minds of stakeholders is key.

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Is there an increased risk of parents successfully challenging a school to re-open through a judicial review action if a maintained school or academy chooses not to re-open for pupils before September?

Regardless of the legal merits of any claim, there is a risk of disputes and such claims being made.

The prospects of any such claim being successful will depend on the reasons for the school's decision not to re-open. If, for example, the school does not re-open this term because it is unable to operate in compliance with government coronavirus guidance, or in a manner which is safe and suitable, then there may not be sufficient grounds for judicial review providing the school can demonstrate its reasonable basis for its decision not to re-open.

The school will need to be able to justify decisions taken on the basis of its risk assessments. These should consider the issues on a cohort by cohort basis, and with special regard for pupils who are vulnerable.

Decisions and risk assessments will be open to scrutiny, so it is important that they are rigorous and well documented. Effective engagement with staff (which is mandatory) and parents (recommended) concerning risk levels and the basis of any decision may help to manage the risk of disputes arising.

We note that insurance provided by the RPA (and standard cover provided by commonly used commercial insurers) does not extend to legal costs incurred in defending judicial review proceedings.

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Is it possible to choose different year groups to re-open?

The Government has stated it only wants schools to extend their opening to pupils in eligible year groups specified in the guidance. Before any schools seeks to deviate from the specified year groups, we would advise contacting the local authority and the school's insurer before final decisions are made. Following this, if it is possible to extend the year groups (which we think may be unlikely), then the rigorous risk assessment and documentation, plus all other steps must be extended accordingly.

At this stage, and with ministers being very specific on which year groups should return and the orders of priority, schools are advised to consider both the regulatory and reputational risks of deviating from the government guidance very carefully.

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Will schools have to offer both remote and on-site provision to members of the same class?

The general expectation is that primary and secondary schools will provide face-to-face tuition to specified year groups and continue to provide remote education to children in those year groups whose parents choose not to send them, and to other year groups.

Childcare and Early Years Settings

The Government is asking these settings to continue to support the learning of those children not attending these settings, as well as providing support to parents and carers for home learning.

Primary Schools

Schools will be under a continued duty to support and educate pupils who are in year groups which are back in school but do not attend, whether because they

or somebody they live with are shielding, or they are self-isolating, or simply because their parents have decided against sending them to school.

A school's responsibilities in these circumstances will be the same as have always been in place for pupils who are unable to attend school, and will not necessarily extend to the provision of formal timetabled classes remotely.

We do not expect that teachers will be able to provide face to face and remote education concurrently so schools should consider how they can reasonably support pupils who are away from school when their class returns and discuss this with parents.

Primary schools are asked to consider where pupils may benefit from printed resources, where online access may not be possible.

Secondary Schools

Schools will be under a duty to use best endeavours to support pupils remaining at home, to make the most of the remote education available to ensure a 'high quality offer'.

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Will schools be able to open over the summer for students to catch up?

We understand that the Government is currently considering approving summer schools to help pupils to catch up, particularly for disadvantaged Year 10 and 12 pupils.

Availability of staff, preparing the site, and putting the necessary practical steps in place to reduce risk would also need to be considered.

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Can a parent be forced to return their child to school if it re-opens?

The Government has made it clear that it is only 'strongly encouraging' parents of eligible children to send their children to school, and that parents will not be sanctioned for not doing so. In addition, schools will not be accountable for their attendance figures during this period.

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Could a school be sued if a member of staff or a pupil contracted COVID-19 which was traced back to the school? Would this be insured?

We cannot rule out the risk of any such claim. However, if schools were to face one, then both the claim and the costs of dealing with it are likely to be insured. We strongly advise schools to check their insurance cover in advance, and ask for this to be confirmed in writing.

Such claims would be likely to be based on a failure to comply with the relevant health and safety legislation and/or a failure to take reasonable care, which means that the school's risk assessments and adherence to the measures identified in that are likely to be key to defending any claim.

The RPA has stated in their [FAQs](#) that:

"If a claim is brought against the school (or governor) we can confirm that RPA will defend the claim on the school's (or governor's) behalf, the RPA will also indemnify the school to the extent that the school (or governor) is legally liable to pay compensation or damages to the injured person. The relevant sections of the RPA are the Governor's Liability, Employers Liability and Third Party Liability.

We trust risk assessments will be in place and a review of policies and procedures as a result of official guidance issued by the Department in respect of schools re-opening following the COVID-19 outbreak..."

The courts are likely, in these circumstances, to not just consider the law, but also the provisions of the *Compensation Act 2006* and the desirability of the activity in question.

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What are the responsibilities of the trustees in academies and governors in maintained schools?

Trustees have a general duty to take reasonable steps to assess and manage risks to the Trust's activities, pupils and staff, property, work or reputation. In discharging this duty, the Trustees are under an obligation to exercise reasonable care, skill and due diligence.

As with any other duty, personal liabilities can in theory arise, if there is a breach of these duties. However, the law (and insurance) generally protect trustees who have acted honestly and reasonably and who have not benefited from their actions. Higher standards are expected of a trustee with particular relevant expertise.

It is therefore important for the trustees to have general policies in place in relation to risk and to demonstrate their engagement and oversight of the risk management process. They should test the robustness of the assessments and keep this under review.

Practical steps:

- Ensure a clear paper trail demonstrating scrutiny of the risk management processes
- Establish clear lines of reporting to the board
- Board to consider delegation of the oversight of the matter to a committee

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What information can/should schools be obtaining from pupils/parents/staff in order to manage risk assessments?

Schools are under a legal duty to assess risks to health, safety and welfare of staff and pupils.

Effective risk assessment and planning will require engagement with parents and staff, and the sharing of information about their personal circumstances and those of their pupils.

We have prepared a draft communication to parents seeking information from them, which we will be happy to share with you.

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What health and safety measures do schools need to put in place to protect staff, students and parents?

The Government has produced guidance to support schools on implementing protective measures in education and childcare settings and safe working in education, childcare and children's social care to help them to reduce the risk of transmission as more pupils return to school. Approaches schools have been asked to take include:

- Carrying out risk assessments before opening to more pupils. This should directly address risks associated with coronavirus to minimise risks to pupils and staff.
- Making sure pupils don't attend if they, or a member of their household has **symptoms of coronavirus** (which has now been extended to include a loss of sense of smell and taste).
- Promoting regular hand washing for 20 seconds with running water and soap and/or use of sanitiser.

- Cleaning the premises frequently, especially frequently touched surfaces (eg door handles and plates).
- Minimising contact through smaller classes or group sizes, changing layouts of classrooms if necessary.
- Reducing mixing between groups through timetable changes, staggered break times, different drop off and collection times.

The Government has also published planning guides for early years and childcare settings, primary schools and secondary schools.

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Operational questions - transport arrangements and catering arrangements

Transport Arrangements

Pupils are encouraged to walk or cycle to school where possible and avoid public transport at peak times. The Government has produced *Coronavirus (COVID-19): safer travel guidance for passengers* which staff, parents and pupils should use to plan their journeys.

Schools have been asked to ensure that the use of public transport for travel to and from school is minimised, especially at peak times. The Government is currently consulting with sector representatives to develop suggested models to demonstrate how this could operate and will publish further guidance in the coming weeks.

If schools arrange their own home to school transport, they should seek assurance from their transport providers that they have put measures in place to assess and address the risks of coronavirus in accordance with *Coronavirus (COVID-19): safer transport guidance for operators*. Schools should also review this if they plan to use their own minibuses during this time.

Catering Arrangements

The expectation is that schools will provide meals for all children in school, which will require appropriate social distancing and hygiene measures to be put in place and discussions with kitchen staff about how meals will be prepared and served safely.

Lunch breaks may need to be staggered to reduce mixing between groups of pupils and ensure tables are cleaned between sittings.

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If you require specialist legal advice on re-opening your school, or if you have additional questions, please contact Yvonne Spencer in our **Regulatory Compliance** team on **020 7665 0870**, or complete the form below.

Get in Touch

First name (*)

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Email address (*)

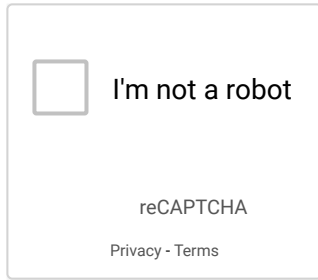
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VWV Solicitors

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	CONFIDENTIAL
Paper title:	Sir Simon Milton Westminster UTC proposal
Board/Committee:	SBA Board
Date of meeting:	08 June 2020
Author(s):	Fiona Morey, CEO SBA
Sponsor(s):	Dave Phoenix, Group CEO
Purpose:	For Approval
Recommendation:	The Board is requested to note that the executive is exploring the possibility of the Sir Simon Milton Westminster UTC joining SBA and to approve the Executive commencing due diligence

Executive summary

The Executive have been contacted by the Baker Dearing Trust (BDT) and requested to consider the Sir Simon Milton Westminster UTC (SSMW) as a possible merger partner.

Initial engagement with DfE has obtained a commitment to consider the merger if the UTC wished to merge.

The SSMW Board is interested in progressing talks – the enclosed paper was considered by the SSMW Board at a recent meeting.

The school has both quality and financial issues and appropriate due diligence is being planned. A potential financial package is being explored with the DfE.

The school has a new high quality multimillion facility, it is sponsored by one of our key partners (TfL) and geographically is well located. A proposal for improving outcomes at SSMW is attached for information.

The Board is requested to note and to approve that the Executive commences due diligence.

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LSBU Group

1. Constituent Parts

LSBU Group comprises South Bank Academies MAT; South Bank Colleges (at Clapham, Brixton and Nine Elms); South Bank Enterprises; and London South Bank University. South Bank Colleges currently comprises Lambeth College and is creating a new technical college at Nine Elms. These organisations work to a shared educational framework based on applied and contextualised learning, providing high quality professional and technical education aligned to the needs of the local labour market and employers, and leading to rewarding careers.

South Bank Academies MAT comprises: South Bank Engineering UTC, Brixton; and University Academy of Engineering South Bank, Walworth. The UTC and Academy were created *de novo* and, through effective forecasting and strong financial management, the MAT has built a healthy surplus.

South Bank UTC focuses on engineering and health and is co-sponsored by Skanska, and Guy's and St Thomas' and King's College NHS Foundation Trusts. Each are highly engaged in the UTC, designing and delivering real-world projects. The UTC has been admitted to the register of apprenticeship providers and is developing this offer as part of the Group. After spending its initial years in temporary accommodation, the UTC has moved into new cutting edge facilities. It has now secured strong technical qualification outcomes and student destinations, with the support of experienced colleagues at the Academy.

University Academy of Engineering South Bank delivers an innovative curriculum designed to encourage creativity around STEAM learning. The curriculum is supplemented with innovative work to develop students' social and cultural capital, in a belief that students should have agency in their education. It is building on its Good Ofsted grade with leading edge professional development and remote learning technology.

South Bank Colleges took over Lambeth College in 2019. We have been working to turn around the College, focusing on issues of quality and finance. In this first year, we have reduced the deficit by 2/3rds and significantly improved learner outcomes, moving the College into the top 50 nationally.

London South Bank University has key strengths in engineering, construction and health and social care. It is a leading university for higher and degree apprenticeships with nearly 2000 apprentices, many from leading national and international companies as well as from local SMEs. The apprenticeship provision is rated "Good" and is overseen by our Institute of Professional and Technical Education which provides support across the Group, with the university, college and UTC established on RoTAP. LSBU Group has over 1000 employer partners and 7000 students are supported by their employers. Clients include major infrastructure providers including Network Rail and TfL and major construction companies, providing further opportunities for employer engagement across the Group.

2. Group Ethos

Whilst working to a single mission - to transform lives, business and communities through education and insight - each part of LSBU Group takes responsibility for delivering excellent academic outcomes that meet its own learner expectations. The Group supports with professional services such as HR, leadership development, Finance, Marketing and infrastructure.

The content and delivery of LSBU Group education is based on a detailed understanding of employer expectations and built around the personal and career needs and ambitions of our learners, whether they are full time or work based. LSBU was named in both 2018 and 2019 as University of the Year

for Graduate Employment by the Times Good University Guide. Editor of the Guide, Alistair McCall described this as “unprecedented” and observed that: “London South Bank’s success in getting its graduates into high-quality jobs is little short of phenomenal”.

3. Educational Pathways

We are working across the Group to establish clear academic and career pathways with signposts for students. Students at the Academy, which will increasingly focus on GCSE and A-level, can transfer to the UTC, which provides BTEC and A-level combinations. We are also seeking to facilitate students with a more vocational focus to transfer to the College to undertake NVQ awards. Students are supported to progress to university at LSBU or elsewhere; into employment; or into apprenticeships within and beyond the Group.

4. Engagement between LSBU and South Bank Academies MAT

SBA benefits from the Group include academic enrichment, for example through curriculum and extra-curricular projects; mentoring and guidance; personalised pathways support, including UCAS and personal statement writing; and access to specialist equipment, personnel and networks.

SBA is jointly developing a secondary engineering PGCE programme, already approved by DfE for first delivery in 2021, to increase the pipeline of high quality, well-qualified engineering teachers, with a draw from LSBU's undergraduate engineering courses. LSBU students have already volunteered to support engineering programmes at the MAT, and some have gone on to teaching.

Safia Barikzai, an LSBU Associate Professor in Engineering and Computer Science, has led a series of programmes with the MAT. Safia was a PRECIOUS Awards 2016 finalist in the 'Outstanding Woman in STEM' category and provides a valuable role model, especially for female pupils. One of these projects is the Erasmus+ InventEURs project which fosters social inclusion and equity in multicultural schools. Our project won an award from Informatics Europe sponsored by Microsoft and was a finalist in the Times Higher Education Award in the 'Widening participation and outreach initiative of the year' category.

5. Potential fit between Sir Simon Milton Westminster UTC and LSBU Group

- Complementary educational portfolios
- Geographic locations distinct but offering resource sharing opportunities
- Potential links to new technical college at Nine Elms featuring high quality digital spine
- Academy provides learner feeder routes
- Group provides pathways to FE and HE, and opportunities in T-Levels and apprenticeships
- Established understanding of UTC ethos and model, including the curriculum, leadership and governance challenges
- Well-developed marketing and student recruitment capabilities within the Group
- Technical support available through South Bank UTC and Group, supplemented by sponsors and employer partners, with additional resources in relevant areas of specialism, including synergies in equipment which facilitate training and deployment
- Significant curriculum expertise in STEM
- Shared access to established back office resources, including HR, Finance and IT, with successful institutional turnaround experience
- Opportunities to enhance CPD through wider Group offer
- Opportunities to further develop new and existing employer links
- Opportunities to extend geographical reach
- Opportunities for staff development through shared working and multi-site roles
- Opportunities to extend curriculum



Proposal for improving outcomes at SSMW UTC

1. Attainment and progress.

- Implementation of robust, information-driven self-evaluation and improvement planning feeding into Quality Committee for support and challenge; triangulation with external review including SIA and DfE.
- Support targeted at engineering specialism – SBA well placed to train and mentor engineering staff, share planning, resourcing and curriculum design to improve engineering outcomes; shared BTEC unit delivery model.
- Robust assessment and feedback model with CATS baseline, rigorous data analysis to generate high quality management information to inform target setting and interventions. SBA familiar with UTC 'progress from starting points' model with strong central data skillset.
- Support for high quality blended delivery model with proven expertise in remote learning to support delivery in Autumn 2020 and possibly beyond.

2. Reducing inconsistency in quality of teaching.

- Staff training and resourcing to implement high quality knowledge-rich curriculum based on cognitive science principles such as spaced retrieval, aligned to Ofsted thinking on knowledge.
- Input from existing SBA SLT to support leadership at all levels: leveraging expertise within group.
- Subject networks across group to add expertise eg in standardisation and moderation of grades to mitigate risks of small department size and limited expertise: access to examiners in-house to generate robust assessment data.
- Implementation of quality assurance systems and processes aligned to Ofsted Deep Dive methodology to increase strength in middle leadership and provide high quality management information to feed improvement planning.
- Mentoring and professional development programmes from across the group for staff.
- Pathways through to QTS through group – new engineering PGCE to grow own teachers.
- Opportunities for cross-group teaching; increased development opportunities to assist recruitment and retention of high calibre teaching staff.

3. Curriculum extension and value add.

- Shared use of facilities to extend curriculum offer eg composites units through South Bank
- High quality advice and guidance and development of employability through existing SBA and group structures to support high quality destinations
- Opportunity to leverage blended delivery model to extend curriculum offer eg English A level
- Group value add offer to include mentoring, UCAS and apprenticeship support, pathways model, projects, access to employer partner network
- Group capability to support eg health and safety, HR, legal, governance.

- Central expertise and capacity available within core SBA team: Executive Principal, Business Management, HR, marketing.

4. Increased efficiencies

- Purchasing power through group eg IT, print services
- Efficiencies through central contracting of network management, cleaning and catering to reduce cost
- Central expertise to support efficient budgeting, curriculum design and staffing models

5. Raising student numbers.

- Group career pathways model as recruitment driver externally: including university and apprenticeships to support aspirations
- Group marketing support: web and graphic design, social media management, aligned (virtual) open events and tasters
- Internal recruitment pathways through group eg UAE

Vision for the future

- Vision and mission. More in line with LSBU Group – Access to Opportunity, Student Success, Real World Outcomes, Fit for the Future. Mission around professional and technical education with social capital development to support high quality destinations.
- Specialism. To be reviewed but initial suggestion to pivot towards broad Digital specialism: will extend group portfolio, complement but not overlap with South Bank UTC, meet employer and labour market demands and offer pathways into Group for HE and apprenticeships.
- Take opportunity to use admissions consultation to reduce PAN in Key Stage 4 for 2021 onwards – prioritising engaged learners. Year 10 entry to be retained.
- Engage with immediate and pan-London local authorities to build sustainable collaborations and inform place planning decisions.
- Move towards articulating a joined-up career pathways model, with shared delivery Post-16 across SBA and group institutions.
- Renewed engagements with existing employer sponsors, with active recruitment of breadth of new SME employer partners to extend curriculum offer.
- Increased use of innovative staffing and delivery models: for example with cross-site SLT roles to support local leadership, add expertise and increase retention.
- Utilise range of tools including integrated curriculum-led financial planning to steady financial position and move into balanced budget scenario. SBA well placed with proven ability to deliver financial surplus and probity in challenging UTC context.
- Review and rebuild governance arrangements to support effective strategic oversight
- Review and rebuild governance arrangements to support effective strategic oversight along with local challenge and support; key stakeholder voices represented.