

ISSUE <i>List significant hazards which may result in serious harm or affect more than one person.</i>	HOW TO MANAGE IT <i>What procedures will we have? (Control measures)</i>	ADDITIONAL INFORMATION <i>Recovery plan and roadmap in place, actioned by SLT and communicated to appropriate stakeholders.</i>
Operational Considerations		
<i>Social distancing, infection control and mixing of groups.</i>	<p>General</p> <ul style="list-style-type: none"> • School policies, procedures, curriculum offer and timetable all reviewed and updated/amended to support school operations in line with Government and Public Health England guidelines. (see appropriate sections for greater details). • Leaders aware of the Governments four tier approach to local and national lockdowns, understand the implications at each tier and are confident in the delivery of these requirements. • Robust signage in place and utilised to remind / reaffirm social distancing and personal hygiene requirements. • Sanitiser stations located throughout the building in key areas (including all classrooms) and toilets open for hand washing and hand hygiene. Toilets supervised at key times and signage clearly displayed to remind of distancing and hygiene requirements. • Tissues and covered bins available throughout the school to support the “catch it, bin it, kill it” approach to respiratory hygiene. • All staff and students in school briefed about social distancing requirements and proper hygiene by SLT and frequent opportunities for reminders built into curriculum planning. GFM staff briefed by their management team. • Learning spaces reviewed and remodelled in line with Government guidelines. • Whole school movement within and around the building reduced by staggering start and finish times, having split lunch and break times, reducing the number of changeovers and removing the class change bell. (See appropriate section for further detail). • Meetings and briefings being carried out remotely using video conferencing and/or telephone. Where face to face meetings required, approval needed from SLT and social distancing and infection control measures adhered to at all times. 	<p>Staff training and briefing sessions to be held to enable staff to familiarise themselves with arrangements prior to Year 10 students returning. Week commencing 22nd June.</p> <p>Further training and briefing sessions during the September Inset Days.</p> <p>Staff aware of the advice from PHE to try and maintain distance from students and colleagues wherever possible, including in classrooms.</p>

	<ul style="list-style-type: none"> • Areas in use at social times kept to a minimum (allowing for social distancing) so these areas can be cleaned frequently throughout the day and deep cleaned daily. Specific areas designated for different year groups to reduce mixing of groups. • Staff and students know to report any symptoms of Covid-19. Flowchart in place and communicated to all staff. Anyone displaying symptoms of Covid-19 are to stay at home and follow government guidelines (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). Anyone presenting symptoms in school must be sent home immediately or isolated in instances where they may need assistance from the emergency services or are awaiting collection. This must be reported to the on duty senior leaders. Designated room (Reception Interview Room) to be used if an Isolation area required for anyone presenting with Covid-19 symptoms (including separate toilet facility) which in turn is separate to the First Aid Medical Room. • Suspected Covid-19 cases to be reported to the LA and Rochdale’s PHE representative using locally agreed procedures (InfectionControlDutyDesk@Rochdale.Gov.Uk). This includes seeking guidance on possible transmission, testing and tracing and self isolation of others who may be affected. Flowchart of actions created and shared with staff. • School to actively engage with the Track and Trace system and provide detail of this and support to those who may need to access its services. • Anyone classed as clinically extremely vulnerable (see government definition) can return to school, however individual risk assessments will be undertaken to support their return. • Use of lifts restricted to those with reduced mobility. Limited to one person at a time. Signage in place to reinforce this. • Deep clean of the school conducted by GFM prior to full reopening. • Enhanced cleaning and infection control requirements communicated to facilities management provider (GFM). GFM and school have and continue to share appropriate risk assessments and action plans to ensure consistent, joined up approach. Enhanced cleaning schedule accompanies this risk assessment • GFM have completed and shared the “Building Checklist”. As the building has remained operational throughout the pandemic, all routine Planned Preventative Maintenance has continued to be carried out. • School to follow Government and PHE guidelines with regards to PPE. Face coverings/masks will be required as directed by central and local Government but will not be routinely provided by school. Individual cases to be considered. Appropriate systems in place for safe disposal of face masks on arrival. • Staffroom reorganised to promote social distancing requirements and maximum occupancy guidelines in place. Use of staffroom to be routinely reviewed. If measures are not sufficient, staffroom to be decommissioned. 	<p>Please see flowchart for specific actions and responsibilities in case of suspected Covid-19 case in school</p> <p>As with all medical situations, 999 will be called should anyone be seriously ill or injured and/or their life is at risk.</p> <p>PPE provision in school and can be utilised as required to help support/safeguard staff and students. Stock routinely reviewed</p>
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	<ul style="list-style-type: none"> Clearly communicated meet and greet system in place to ensure social distancing requirements and seating plans adhered to within the classroom. No queuing on corridors before entering classroom Movement of all students on corridors reduced by a reduction in timetabled changeovers and removal of class change bell to create a natural stagger from classes. Sanitising products available in all classrooms and learning spaces to enable staff to manage and monitor the sanitising of their work station. Classrooms remodelled and furniture in classrooms set out to support/enforce social distancing guidance, ie. desks forward facing with students sat side by side (not facing each other). Where furniture removed from learning spaces this is safely stored in classrooms/offices/storage areas not otherwise in use. Teacher work station clearly defined, students aware they are not to encroach on this area. Staff briefed on Government guidance regarding movement in and around the classroom and should endeavour to maintain socially distanced from students and each other where possible. Ventilation for classrooms via windows and in some spaces mechanical ventilation. Where mechanical ventilation is used checks have been undertaken to ensure “fresh air” setting is in operation (see GFM Building Checklist). Students directed to wash hands or use hand sanitiser at each session changeover using designated facilities. Hand sanitiser in each classroom. Students reminded of social distancing and personal hygiene at start of lessons. Signage on classroom doors to remind students of requirements. Areas specifically not being used to be marked as out of bounds and/or kept secured. Students to use own equipment (pens, pencils etc.). Learning activities conducted with social distancing implications considered and addressed. Where activities can take place outside, this option will be explored. Where central and local Government advice stipulates, the wearing of face coverings in corridors will be mandatory. Otherwise, staff and students may choose to wear a face covering whilst circulating the building. <p><u>Break and lunch times</u></p> <ul style="list-style-type: none"> Staggered break and lunch times in place to limit mixing between year groups. A three way split with a 2-1-2 year group model utilised. Areas for each year group clearly defined including eating areas, break out spaces, outdoor areas and toilets. Opportunities to sanitise areas built in to timings between year groups. Duty rotas in place to supervise students and enforce school expectations. 	<p>T&L protocol document produced to support staff in safely delivering lessons.</p> <p>Any mechanical ventilation which only circulates air have been decommissioned (see GFM Building Checklist).</p> <p>School will ensure a supply of stationery in stock in case students do not have a particular item. These items will be kept by students.</p> <p>Overview of break and lunch arrangements and staffing rotas available on request.</p>
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<p><i>Safeguarding and Health & Safety</i></p>	<ul style="list-style-type: none"> • In addition to current measures linked to Covid-19, usual expectations regarding safeguarding and health and safety apply. • Reception staffed before, during and after school hours to monitor access and oversee signing in and out process. • Signing in and out procedures apply to all (including GFM contractors) and lanyards must be worn. Challenge if lanyard or staff/GFM badge not visible. • Visitors to be briefed on arrival by the person they are visiting about hygiene and distancing expectations. LA visitor form used to support Test and Trace. • Named designated team on duty each day to lead on safeguarding and known by all. • Reporting of safeguarding and health and safety concerns must continue via the usual methods – To designated person(s) on site, via CPOMs, directly to GFM management team if concern relates to the site, building or any work they are undertaking (in person and via helpdesk1@gfm-uk.com). • Information to be shared with designated safeguarding and health and safety staff so appropriate follow up can take place. • School has a designated Safeguarding link from Rochdale MBC who is in regular contact with the DSL to ensure provision is appropriate and to share information and guidance. • SLT checklist in place to support the smooth operation of the day and to ensure all returns and records regarding safeguarding, attendance and welfare checks are completed and shared as required. • Safeguarding and H&S polices reviewed and updated to reflect current circumstances. 	<p>Arrangements in place to protect reception staff whilst also ensuring that signing in and out procedures are robust.</p> <p>Safeguarding and H&S training (including KCSiE updates) to form a central part of the September Inset Days</p> <p>Updated Safeguard and CP policy and procedures communicated to all stakeholders.</p>
<p><i>Behaviour Expectations</i></p>	<ul style="list-style-type: none"> • Behaviour expectations of students made clear in all communications prior to full reopening and reinforced routinely. • Behaviour policy and home-school agreement reviewed and updated in line with current government guidelines and industry best practice. Shared with all stakeholders. 	<p>Updated behaviour policy and expectations shared with students as part of the reintroduction process and home-school agreement.</p>

	<ul style="list-style-type: none"> • Safe spaces and reflection areas identified and in operation should individual students require “time out” for behaviour issues or to support any social, emotional and/or mental health concerns. • Sanctions still in place for those students routinely not meeting expectations. Sanctions reviewed to ensure they are appropriate and consistent with current legislation. • Uniform expectations reviewed and requirements communicated to students and their families. Support offered to families where necessary. • Individual student pastoral support plans reviewed in line with local and national guidance and any changes clearly communicated. • Behaviour management systems reviewed and updates communicated to staff. This includes revised protocols for the use of Emergency Call and the use of our Reflection and Bridge facilities. Where appropriate areas remodelled to support social distancing. • Behaviour and Pastoral Support booklet produced for staff to ensure consistency of approach. • Staff to avoid physical intervention when dealing with incidents. Where positive handling required, appropriate PPE is available from the First Aid room. 	<p>Noted that daily cleaning of all uniform items no longer required, this has been communicated to families.</p>
<i>Vulnerable Students</i>	<ul style="list-style-type: none"> • Individual risk assessments carried out by key staff to ascertain the safest and most appropriate action for each child where appropriate. Students from the BAME community and the nine protected characteristics are central to this process. • School proactively engaging with all families of vulnerable students, particularly those who are not attending school. (see also communication and attendance sections). • Key workers deployed in school as required to support key students. • Continued liaison with key professionals to ensure all decisions are made with the best interests of the child. • Students who remain clinically extremely vulnerable (see government definition) can return to school, however individual risk assessments will be carried out to support them. • Individual care plans kept under regular review. Critical, student focussed meetings continue (either remotely or following school risk assessment) to ensure correct support and provision is provided to students, these include but are not limited to LAC Reviews, EHA, CiN and CP meetings, EHCP Reviews. • All policies updated to promote equal opportunities for all. 	<p>Equal Opportunities Act 2010 used to support students.</p> <p>Consider PPE requirements should individual student risk assessments identify any close/personal care requirements. School to provide if required.</p>
<i>Staffing arrangements (including vulnerable staff)</i>	<ul style="list-style-type: none"> • Staffing reviewed continuously by designated senior leaders. Accurate records kept of individual staff cases and these are used to make informed decisions about staffing. • Nine protected characteristics as defined by the Equal Opportunities Act 2010 considered at all times. • Clear systems in place for staff to communicate concerns, report any instances of illness and access any support they may need. • Staff questionnaire sent to all staff and analysed to assess individual needs. Designated member(s) of SLT conducting ongoing assessment of staff wellbeing and actioning support as required. 	<p>See also staff communication section.</p> <p>Staff training and briefing sessions to be held to enable staff to familiarise themselves with arrangements prior to students returning. Week</p>

	<ul style="list-style-type: none"> • Duty rota compiled to reflect individual circumstances, including any vulnerabilities, illness or symptoms and home situation. • Staffing over bank holidays and school holidays, where required, is carefully considered and done in consultation with staff. • Workload of staff reviewed during full reopening phase. Duties also reflect the need for some staff to continue to develop home learning for students not currently in school and in case of future lockdown scenarios. This includes appropriate PPA and Leadership time where applicable. • Individual risk assessments conducted with staff who are clinically vulnerable and/or potentially at greater risk, including those colleagues from the BAME community. • Current individual staff risk assessments reviewed including those already in place for staff with clinical vulnerabilities, known medical reasons unrelated to Covid-19 or for wellbeing purposes. • Staff who remain clinically extremely vulnerable (see government definition) can return to work but individual risk assessments will be conducted to support colleagues. • GFM staff on site daily to provide facilities management provision, including “key holder” responsibilities. • Recruitment processes in place to reflect current guidance regarding social distancing, essential travel and other Covid-19 guidance whilst still adhering to safer recruitment requirements. • Risk assessments and recovery plans shared with staff, professional representatives, the school H&S committee and Governors at all phases of full reopening. • School calendar produced and draft made available to staff in July to allow planning. • No temporary, additional or supply staff currently working within school. If the need arises for this additional capacity, this will be subject to a satisfactory risk assessment process. 	<p>commencing 22nd June. Further Insets on Sept 1st and 2nd.</p> <p>Curriculum plans, timetables and school calendar shared with staff as soon as practicably possible.</p> <p>Stakeholders invited to provide feedback at each phase of the risk assessment and planning process through direct dialogue with line managers and SLT.</p>
<p><i>Fire / Emergency Evacuation and Lockdown Arrangements</i></p>	<ul style="list-style-type: none"> • Fire routes checked daily (GFM) and kept clear at all times. • Fire exits accessible throughout the school day. Routine checks and maintenance continue as normal (GFM). • Activation of emergency alarm and evacuation muster point remain the same (The MUGA). • Principals of the lockdown procedure remain in place, including Run-Hide-Tell. Any lockdown initiated will be done to support the current groupings in school. Areas in use checked to ensure they can be secured appropriately if required. • PEEPs which are currently operational reviewed with the individuals concerned to ensure safe evacuation of all. 	<p>Secondary muster point to be considered.</p> <p>Fire Evacuation procedures and Lock Down procedures to form part of students return to school programme. Appropriate drills timetabled into first two days.</p>
<p><i>First Aid and Administering Medicine</i></p>	<ul style="list-style-type: none"> • A number of first aiders will be on site each day. • In the event that a first aider is required, staff are to contact Reception or the General Office in the first instance. 	<p>Ensure appropriately stocked first aid kits and PPE is available at all times.</p>

	<ul style="list-style-type: none"> • Medical Room rearranged to support the safe administration of first aid. A separate Isolation space for suspected Covid-19 cases has been identified and communicated to staff • Incidents are to be recorded in the normal way via the incident report form to ensure that accident investigation and trend monitoring can still take place where appropriate. • PPE provided for First Aiders as per government guidelines (including gloves, face masks, visors and disposable gowns) and located in the medical room for ease of access. Medical waste bin provided for disposal of PPE. • First aider has the right to decline to provide assistance where this is likely to endanger themselves. • Any students with whom support is required to administer medicine will be risk assessed on an individual basis and a plan put in place in consultation with Parents/Carers. 	FAQ document shared with first aid staff and guidance given on use of PPE. Posters and videos from Rochdale MBC to be used to support this.
Communication		
<i>Communication with students and families</i>	<ul style="list-style-type: none"> • Keeping in Touch letters sent to all families providing updates and signposting support and services. • Daily phone calls being conducted to check on the welfare of students who are not in school. Records kept of this communication. • Door step visits being undertaken by Pastoral / Safeguarding staff where necessary to check on welfare of students not in school if other means of communication unsuccessful. • Regular updates provided via different communication streams, including Parentmail, the school website and Twitter. 	Information available on the school website. https://www.oulderhill-school.com/school-closure/
<i>Communication with staff</i>	<ul style="list-style-type: none"> • Weekly online briefings for all staff providing updates and signposting support and services. • Regular faculty and team meetings being held by leaders to check on staff welfare, progress of recovery plans and to ensure quality of education provision. • Online training and development being accessed as appropriate. • Staff questionnaire sent to all staff and analysed to assess individual needs. Designated member(s) of SLT conducting ongoing assessment of staff wellbeing and actioning support as required. 	
<i>Communication with other professionals</i>	<ul style="list-style-type: none"> • Professionals meetings continue to take place where necessary. • Meetings conducted via video and/or telephone conferencing unless face to face meeting absolutely required. • Where face to face meetings required, SLT approval required, social distancing measures in place at all times and infection control a priority. Signing in procedures to be followed. 	
<i>Communication with GFM (facilities management company)</i>	<ul style="list-style-type: none"> • GFM Helpdesk operating fully for any day to day issues. • GFM Management Team on site daily to address any immediate concerns or requirements. • Expectations (site management/operation, cleaning, catering etc) outlined to GFM management team by the designated senior leader. Where these expectations are not met, they must be challenged using the appropriate contractual arrangements. • Weekly dialogue between GFM and school regarding any planned work or maintenance. 	

	<ul style="list-style-type: none"> Fortnightly meetings being held between school, GFM and LA to review plans, risk assessments and monitor service performance. Concerns relating to GFM activities to be shared with their management team and the designated senior leader. GFM risk assessments shared with local authority and school. School risk assessment and action plans for wider opening shared with GFM to ensure joined up approach. 	
Communication between SLT and with Governors	<ul style="list-style-type: none"> Weekly Headteachers' meetings and strategy groups eg transition, protocols, data, SLT meetings held twice weekly. SLT agenda focused on reviewing current operational details whilst also strategically planning for the longer term. SLT meetings minuted and actions shared. SLT sub groups meeting to address areas of responsibility. Governors meetings being held via video conferencing to ensure they continue to have a strategic oversight of school operations and so that they may continue to offer the appropriate support and challenge. Information and written reports continue to be provided to Governors by the Headteacher and senior leaders for their areas of responsibility. 	
Other Risk Factors		
Financial Risk	<ul style="list-style-type: none"> Additional costs linked to Covid-19 carefully monitored, reviewed and recorded. Additional costs reflected in updated budget for 2020-2021. Mechanisms to reclaim additional costs explored and actioned as appropriate. Financial position of the school continues to be reviewed by SLT, Governors and key stakeholders and communicated as appropriate. 	Summer holiday FSM vouchers provided via the national Edenred system.
Transition Year 6>7 and Year 11>12	<ul style="list-style-type: none"> Designated senior leaders in place to ensure transition of students continues to be a priority. Regular dialogue with other education providers and the LA to meet requirements and provide the appropriate transition experience. Admissions process and updates communicated effectively with new students and their families. (new Year 7) Virtual tours and online induction process published on school website, link emailed to all families. (new Year 7). Opportunities to safely visit the school before the summer made available to those students and families most in need of this. Year 7 welcome evening to be hosted in the autumn term, when guidelines allow. Work ongoing with Positive Steps to review current offers for students and to ensure every Year 11 leaver has an offer of further education or training. 	

	<ul style="list-style-type: none"> Plans in place with Positive Steps to ensure college application process and CEIAG provision continues to be effective for new Year 11 students (class of 2021). NEET figures carefully monitored and analysed as available. 	
<i>New Staff Induction</i>	<ul style="list-style-type: none"> Designated senior leader with responsibility for new staff induction. Ongoing liaison with new starters to ensure they are up to date with current situation. Virtual new staff induction day has taken place which included... Welcome, Vision & Values, Safeguarding and Health & Safety, Teaching, learning & assessment and an introduction to NQT program (where appropriate). Opportunities for new staff to visit the school safely have been built into summer term provision. Time given on Inset Days in September to allow new staff the opportunity to familiarise themselves with key information, policies and procedures. (see INSET plans) 	Virtual induction day took place on 23 rd June.
<i>Student Attendance</i>	<ul style="list-style-type: none"> Designated senior leader overseeing attendance alongside Attendance Officer and in liaison with Education Welfare Service. Current guidance on attendance and coding known, shared and actioned. This will be reviewed in line with DfE updates. Attendance policy reviewed and updated as required. Children and young people are expected to attend (where there are no shielding concerns or isolation requirements for the child or their household), so that they can gain the educational and wellbeing benefits of attending school. Parents / carers will be expected to follow the normal absence reporting procedures. Anyone who indicates Covid-19 symptoms as the reason should be provided with information regarding testing and this will be followed up with further contact to ascertain the result of the test. If the test is positive, then the correct procedure will be followed. A negative test means they can return to school when well enough to do so. Registers will be taken for each session, absences checked and procedures followed. School will continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending, until otherwise advised not to do so. Additional EWO Officer in post to support our most vulnerable children and families in returning to school. This includes contact throughout the summer holidays in preparation for September. Parents and students are rightly anxious about the current situation and there will be a range of reasons why families may not be in a position to return on a specific date. If a family indicates they will not be sending their child to school, then the pastoral and senior leaders will contact them to discuss their reasons and provide support / reassurance to enable all children to return to school. 	<p>Clear and consistent expectations regarding student attendance has been communicated to all families.</p> <p>Consider best use of catch-up funding and assistance from partner professionals alongside existing pastoral support services to support students and families to secure regular attendance.</p>
<i>Curriculum Planning and Implementation</i>	<ul style="list-style-type: none"> The school will continue to provide a broad, balanced and ambitious curriculum within the constraints of the current guidance on keeping people safe. 	Curriculum and timetable requirements under constant

	<ul style="list-style-type: none"> • Learning time will not be reduced by the staggering of start and finish times or the new break and lunch systems. • Baseline assessments to be used to gain an accurate picture of individual students and allow for missed content, missing knowledge and misconceptions to be addressed within learning. • Marking and Assessment Policy to be reviewed to support recovery curriculum plans and catch up. Staff feedback/involvement encouraged. • Leaders and Teachers within practical subjects have created individual method statements to allow safe delivery of aspects of the curriculum which the current guidance allows. • Physical alterations of the building and/or site needed to support the delivery of practical subjects and a broad and balanced curriculum will be in place for the start of the summer term. • Senior leaders and middle leaders with designated responsibility for curriculum planning and timetabling. This includes both planning to adhere to current guidelines and restrictions and also longer-term planning for the delivery of the “normal” curriculum by the summer term of 2021 at the latest. • Designated reading time built into timetable for autumn term. • Current curriculum planning continues to include a blended learning approach so the school can adapt immediately to any changing circumstances. Comprehensive home learning strategy will be in place by the end of Sept in line with Government guidance. • Students who may need to work from home are well catered for and given the support they need. • Timetables and expectations communicated to staff in a timely fashion. • Regular review of extended learning and extra-curricular opportunities on offer, but always with current safety and health guidelines at the forefront of any decisions. • Resources will not be shared between classes unless absolutely necessary. Where this is necessary, resources will be cleaned frequently or rotated to allow a period of 48 hours between use. 	<p>review to ensure requirements of local and national guidance are adhered to.</p> <p>Requirements regarding RSHE known and plans in place to ensure expectations around the delivery of this are met.</p>
<p><i>Contingency Planning - Learning</i></p>	<ul style="list-style-type: none"> • Curriculum plans and offer include a strong online and remote provision should these be required either by individuals or as a result of further restrictions or lockdowns. • The use of the learning platform Doodle and the use of Microsoft Teams has been developed significantly to support a blended home learning approach where this is required. Students and staff provided with training on how to access and use these systems. • School aware of the need to provide immediate home learning opportunities for students in the event of further restrictions, including the need to offer equivalent learning time as would be received in school and ideally to have daily contact with teachers. 	<p>Remote learning plan in place.</p>

This risk assessment has been compiled using available national and local government guidance. It should be used in conjunction with the appropriate school action plans for wider school reopening and in partnership with the Grosvenor FM operational risk assessment which cover the activities of site and facilities staff. The GFM risk assessment has been quality assured by Rochdale MBC and shared with Oulder Hill as part of the PFI arrangement.

This risk assessment is a live document and must be routinely reviewed, but particularly following:

- Updates from central or local Government.
- Operational details which become apparent or which are reported by staff in school.
- School specific updates / changes agreed by the Headteacher, SLT and Governors.

D. Armitage – Assistant Head (August 2020)