FEDERATION OF St. ELPHGEGE'S and REGINA COELI CATHOLIC SCHOOLS

COVID-19 RISK ASSESSMENT

School: The Federation of St Elphege's Catholic Schools

6. STAFFING and WELL-BEING

Consider:	Phase I: Actions needed (if any):Risk/support required /additional considerations	Phase II	Phase III	Phase IV
How are leaders going to communicate and consult over the re-opening plan for their school?	● Virtual staff meeting for all schools to discuss strategy around re-opening. ● Further communication by email once strategy is ready share	● As per Phase I and further emails and virtual meetings to discuss and review re-opening	● Phase I & II ● Following and adapting of Phase III risk assessments and discussing amendments and adaptations with personnel	● As phases I-III ● First day INSET to discuss strategy and provide training
How will staff keep themselves safe and be kept safe? What proportion of your staff are BAME and/ or shielding? What measures are in place to protect staff shielding?	● Rota system, smaller groups, increased hygiene and cleaning. ● Restricting access to school and communal areas ● 24 teaching staff BAME of which 4 are lunchtime supervisors	● As Phase I ● All staff have a phone conversation with the DoFO/SBM to ensure the school knows and understands each person's different situations in regard to vulnerability or shielding. ● Conversati ons to include any	● As Phase I & II ● Encourage staff to have antibody test as soon as available to allay fears and have reassurance that they may have some immunity. ● *All staff to consider and abide by the government's social distancing rules in order to keep pupils and staff in the school workplace safe.*	● See Phase II ● Encourage staff to have antibody test as soon as available to allay fears and have reassurance that they may have some immunity. ● All staff to consider and abide by the government's social distancing rules in order to keep pupils and staff in the school workplace safe. ● All BAME staff have a phone conversation with the DoFO/SBM to ensure the school knows and understands each person's different situations in regard to vulnerability or shielding. ● Conversations to include any concerns in regard to vulnerability of family members who live with the person. ● SLT and DoFO/SBM to take due regard of each

		concerns in regard to vulnerability of family members who live with the person. ● SLT and DoFO/SBM to take due regard of each person's circumstances and ensure that measures are in place if the person comes back to work. ● If not appropriate to return to work then a regular phone call from DoFO/SBM to enquire about person/family members' health and well-being. ● Staff belong to and have access to the Employer Assistance Programme which the school encourages them to use if needed.		person's circumstances and ensure that measures are in place if the person comes back to work. ● If not appropriate to return to work then a regular phone call from DoFO/SBM to enquire about person/family members' health and well-being. ● Staff belong to and have access to the Employer Assistance Programme which the school encourages them to use if needed. ● Measures in place to protect all staff to the best of our ability ● Enhanced continuous cleaning throughout the day, hygiene stations, steam cleaning of toys/resources, classrooms to have their own store of hand sanitizer, paper towels, anti-bacterial wipes ● Staff personally to bring in own cutlery, crockery and take home at end of day ● See Infection Control RA ● As all students will be back at school it is even more important to be aware of peoples' medical conditions. Staff / parents of pupils have been asked to let their Manager/the school know if any of the medical conditions listed in the NHS link provided below apply to them or their household. Link: NHS list of high risk and moderate risk conditions ● Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding ● Emerging evidence suggests that, alongside a previous list of health-related physical conditions, there are three key demographic factors that can

		● Measures in place to protect **all staff** to the best of our ability
		● Enhanced continuous cleaning throughout the day, hygiene stations, steam cleaning of toys/resources, classrooms to have their own store of hand sanitizer, paper towels, anti-bacterial wipes
		● Staff personally to bring in own cutlery, crockery and take home at end of day
		● Staff to be vigilant on their own hygiene protocols
		● Staggered starts for pupils.
		● Different entrance and exit points
		● Restricting
				affect people's vulnerability, or 'risk factor' in relation to COVID-19 health outcomes:
				    ○ Age
				    ○ Underlying health conditions
				    ○ Ethnicity
				    ○ Gender
				● Individual Risk Assessment for Staff for schools to utilise was created by Croydon. Consultation with Unions took place successfully and the document has been shared with schools.
				● The school has offered the individual staff risk assessment document through the telephone consultation and gone through the form with staff affected by this. As part of this process the arrangements for their return to work have been carefully planned and discussed with each individual.
				● School to seek flu vaccine for staff members as in previous years.

		groups to one bubble ● Zoning playgrounds ● Staggered lunches in some areas delivering lunch to bubble ● Encourage staff to take up testing option ● If anyone exhibits any of the symptoms for COVID-19 they must go home and self-isolate immediately. ● if anyone tests positive, Public Health England to be informed and whole group to be sent home to self-isolate.		
What measures are in place to protect BAME staff?	●	● All staff have a phone conversation with the DoFO to ensure the school knows and understands each person's different situations in	● All staff have a phone conversation with the DoFO to ensure the school knows and understands each person's different situations in regard to any vulnerability. Conversations to include	● As above ● All staff have a phone conversation with the DoFO/SBM to ensure the school knows and understands each person's different situations in regard to any vulnerability. Conversations to include any concerns in regard to vulnerability of family members who live with the person. ● SLT and DoFO/SBM to take due regard of each person's circumstances and ensure that measures

		regard to any vulnerability. Conversations to include any concerns in regard to vulnerability of family members who live with the person. ● SLT and DoFO to take due regard of each person's circumstances and ensure that measures are in place if and when the person comes back to work. ● If not appropriate to return to work then a regular phone call from DoFO to enquire about person/family members' health and well-being. ● Staff belong to and have access to the Employer Assistance	any concerns in regard to vulnerability of family members who live with the person. ● SLT and DoFO to take due regard of each person's circumstances and ensure that measures are in place if and when the person comes back to work. ● If not appropriate to return to work then a regular phone call from DoFO to enquire about person/family members' health and well-being. ● Staff belong to and have access to the Employer Assistance Programme which the school encourages them to use if needed. ● Stringent social distancing measures are in place in the school. ● Hygiene controls and cleaning of the school is well established. ● Small 'bubbles' of children and 2 adults are maintained to limit contact. ● PPE is available for use if person requires or	are in place if and when the person comes back to work. ● If not appropriate to return to work then a regular phone call from DoFO/SBM to enquire about person/family members' health and well-being. ● Staff belong to and have access to the Employer Assistance Programme which the school encourages them to use if needed. ● Stringent social distancing measures are in place in the school. ● Hygiene controls and cleaning of the school is well established. ● Class 'bubbles' of children and 2 adults are maintained to limit contact. ● PPE is available for use if person requires or prefers to use it. The person can support the school agenda but using a remote platform e.g. 'Google Classroom'. ● Encourage staff to take up testing option ● If anyone exhibits any of the symptoms for COVID-19 they must go home and self-isolate immediately. ● If the result is positive the whole bubble will isolate for 14 days. If negative, individuals should be vigilant of developing symptoms. ● If anyone tests positive, Public Health England to be informed and whole group to be sent home to self-isolate. ● Ensure the school SLT is fully aware of individual circumstances or concerns.

		Programme which the school encourages them to use if needed. ● Stringent social distancing measures are in place in the school. ● Hygiene controls and cleaning of the school is well established. ● Small 'bubbles' of children and 2 adults are maintained to limit contact. ● PPE is available for use if person requires or prefers to use it. ● The person can support the school agenda but using a remote platform e.g. 'Google Classroom'. ● Encourage staff to take up testing option	prefers to use it. The person can support the school agenda but using a remote platform e.g. 'Google Classroom'. ● Encourage staff to take up testing option ● If anyone exhibits any of the symptoms for COVID-19 they must go home and self-isolate immediately. ● The 'bubble' in which they work will also be sent home until a test result is returned. ● If the result is positive the whole bubble will isolate for 14 days. If negative then the 'bubble' may return to school. ● If anyone tests positive, Public Health England to be informed and whole group to be sent home to self-isolate. ● Ensure the school SLT is fully aware of individual circumstances or concerns.	

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How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss,	● Currently contacted by telephone each member of staff to ask about health & well-being	● Continuation of Phase I	● Continuation of Phase I	● SLT to be mindful of staff members' lived experience during school closures and continue to support staff members with compassion and empathy. ● Signpost staff members to EAP

fear and upset?	● Follow-up calls to be made to monitor identified staff in need of support. ● All staff have been sign posted to EAP			
What minimum staffing will you require on a daily basis with the model of phases of pupil entry leaders choose?	● Rota for staff to manage vulnerable and key worker pupils on site ● All other staff to manager virtual learning platform	● To revisit rota to ensure that each bubble is managed by the same member/s of staff for returning years Early Years, Year 1 and Year 6 ● That virtual learning platforms are being maintained	● To revisit procedures on reintegration of full capacity ● That virtual learning platforms are being maintained for those pupils who still are not attending	● All staff are required to return to school, with the exception of those with the most serious medical conditions
What models of staffing are required for the school to be able to operate feasibly?	● Models of staffing are continuously reviewed, amended and adapted given the changes in Guidance given from Government.	● Models of staffing are continuously reviewed, amended and adapted given the changes in Guidance given from Government.	● Models of staffing reviewed to expand the Y1 , Reception and Nursery offer for extra identified children. ● Staff contacted and all who are able to return are assigned bubble groups. ● In phase 3 all staff will be asked to come back unless they are 'shielding' (this is due to those who have been advised by medical	● All staff are required to return to school, with the exception of those with the most serious medical conditions

			professionals) and also anyone with a doctors certificate as unfit for work.	
What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?	● Rota for staff for key worker children. Direct contact is limited through the rota systems.	● Staff are appointed to a constant bubble ● Staff who cannot be face to face will be responsible for virtual learning.	● Staff are appointed to a constant bubble ● Staff who cannot be face to face will be responsible for virtual learning. ● Part time staff will work in constant bubble.	● A teacher and teaching assistant will be allocated per class. There will be no movement of these individuals between classes. ● PPA will take place on Friday afternoons. School will close to pupils from 12:30pm. ● Where it is necessary to find a cover teacher for staff sickness, the TA will be used in the first instance. Where the demands of the class require another member of staff, every effort will be made to limit the subsequent contact of the cover teacher to preserve the integrity of the bubbles. ● Senior leaders will be used to cover classes, where appropriate. ● The school acknowledge that in its endeavours to cover classes, bubbles may need to be hypothetically bridged as they have the same cover teacher within less than a week. ● Where this is the case, the cover teacher must remain 2 metres from pupils at all times, within the designated 'teacher zone' mapped in the classroom.
What support will staff require to effectively manage the return of pupils to school?	● Rota system ● DfE and School Guidance ● smaller phased groups ● social distancing rules adhered to.	● Risk assessments and strategy shared with all staff ● individual questions answered ● smaller class size ● planning	● As per Phase 1 and 2	● Risk assessments and strategy shared with all staff ● DfE & PHE guidance ● individual questions answered ● planning time away from pupils ● social distancing in classrooms ● consideration of BAME and shielded groups

		time away from pupils ● social distancing in classrooms ● consideration of BAME and shielded groups		
How will the return be managed with staff changing regularly? How will staff be informed of this information?	● rotation of staff ● 3 days on ● staff and pupil groups kept the same	● constant member of staff with same children in bubble ● if Covid-19 test is positive, Public Health England will be informed and bubble sent home to self-isolate ● If anyone in a bubble shows symptoms that could be COVID-19 - the whole bubble group will be asked to isolate until that person has received their test results. If negative, bubble group can return to school.	● There will not be regular changes of staff. ● Staff assigned to constant bubble group. ● A small bank of staff will be available for cover if a bubble staff member falls ● sick (not COVID 19) ● If anyone in a bubble shows symptoms that could be COVID-19 - the whole bubble group will be asked to isolate until that person has received their test results. If negative, bubble group can return to school.	● Staff changes within classes will be very limited. Where staff changes are a necessity, the above measure will be adhered to.
How will staff working arrangements be	● Staff consulted on	● Virtual staff meetings to share	● New Risk assessments shared.	● Staff will be informed of the Phase IV strategy by email and virtual meeting. They will have the opportunity

different and how will you involve them in this process? Process for supporting student teachers.	final day before isolation. ● Rota shared ● Vulnerable groups advised to shield and isolate.	GOV.UK guidance and inform staff of SLT decisions. ● Question and answer sessions in virtual meeting. ● Risk assessments shared with staff. ● Reintegration strategy shared with staff through consultation and staff thoughts considered. ● Principles for staff shared and signed to keep staff staff.	● Reintegration strategies and letters for new group bubbles shared. ● Ongoing virtual staff meetings. ● Student Leader to keep virtual contact with ITT providers and ensure final assessments are completed and signed off by providers. ●	to provide feedback. ● Whole staff training on the strategy will take place at the September INSET.
What cover plans have been thought of should leaders/teachers have significant absence? (all staff)	● Staff rota system has considered absence and enabled rota to continue.	● A 'bank' of staff will be 'kept back' to cover if staff absence due to anything other than COVID19. ● Isolation measures for bubble for suspected COVID infected.	● A 'bank' of staff will be 'kept back' to cover if staff absence due to anything other than COVID19. ● Isolation measures for bubble for suspected COVID infected. ● SLT to be used if necessary to cover classes in staff member absence.	● A teacher and teaching assistant will be allocated per class. There will be no movement of these individuals between classes. ● PPA will take place on Friday afternoons. School will close to pupils from (12:10pm-1pm). ● Where it is necessary to find a cover teacher for staff sickness, the TA will be used in the first instance. Where the demands of the class require another member of staff, every effort will be made to limit the subsequent contact of the cover teacher to preserve the integrity of the bubbles. ● Senior leaders will be used to cover classes, where appropriate. ● The school acknowledge that in its endeavours to

				cover classes, bubbles may need to be hypothetically bridged as they have the same cover teacher within less than a week. ● Where this is the case, the cover teacher must remain 2 metres from pupils at all times, within the designated 'teacher zone' mapped in the classroom.
How could leaders redeploy staff whose roles are outside the reduced provision (e.g. catering staff or after school play leaders?)	● N/A	● Redeployment of Pastoral Support team to bubbles. CT and TA assigned to bubbles of returning year groups as per strategy. ● Lunch time supervisors assigned to bubbles	● Some redeployment of pastoral support team and TAs to cover lunch times where necessary.	● NA
What is the staffing capacity to support while increasing numbers of pupils attend school – consider how this will led/overseen?	● Fully considered and managed in Phase 1 as sufficient staff to manage key workers and home learning.	● All staff consulted by DoFO to ensure the SLT know capacity. ● Arrangements for deployment carefully considered depending on experience and expertise of staff. ● Those who are vulnerable	● All staff consulted by DoFO to ensure the SLT know capacity. ● Arrangements for deployment carefully considered depending on experience and expertise of staff. ● Those who are vulnerable appointed to non face to face jobs. ● Staff who are shielding assigned to Google classroom. ● PPA time is assigned	● NA

		appointed to non face to face jobs.	to all staff to prepare for face to face and virtual teaching.	
How will the school manage the induction of new staff and NQTs?	● NQT virtual meetings with mentors. ● Reports written and shared with NQT leader and sent to LA approving board. ● Targets set for teaching standards.	● NQT virtual meetings with mentors. ● Reports written and shared with NQT leader and sent to LA approving board. ● Teaching standards addressed to ensure NQTs are fully trained.	● Final NQT mentor reports seen by DHT for NQTs and sent to approving body for sign off.	● Staff induction will take place on the 1st September for new members of staff joining Regina Coeli ● RC NQT program to be extended to include additional training. ● NQTs have fulfilled questionnaire based on missed training in 2019-20. DHT Inclusion has shared opportunities with specific staff. ● SENDCo working with LA to find SEND courses.
Has the school appointed mentors for NQts and a leader to oversee the NQT programme?	● Mentors already appointed. ● NQT reports completed for Term 2	● Continue to monitor NQT progressions. ● Reports to be signed off by mentors at end of Term 3. ● NQT lead to agree reports and send to	● Looking forward to September 2020 the 4 new NQTs will be assigned an appropriate mentor. ● Present NQT will have completed year by December 2020 and will remain with present mentor.	● Present NQT will have completed year by December. ● New NQTs will be assigned mentors from the SLT.

		approving body for pass or repetition of Term 3.		
Additional considerations:				