A picture containing drawing, game

Description automatically generated

**Operational risk assessment for school reopening in March 2021**

*Based on previous risk assessment for opening Sept ’20, last updated 6/1/21*

*Update 21st June 2021*

Telephone 01793 209700 Email: office@gwacademy.co.uk Principal: Mr Graham Davis

# COVID-19: Operational risk assessment for school reopening March 2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment conducted by: | Katie Hughes  Graham Davis | Job title: | Assistant Principal & Designated Safeguarding Lead;  Principal | Covered by this assessment: | Staff, Students, contractors, visitors, volunteers |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date of assessment: | 21st June 2021  ***June updates in green***  ***May updates in red Changes from final Sept ’20 document in purple text.*** *Italicised text is from previous updates to the original risk assessment* | Review interval: | Review 12th March, 1st April, then every half term or as significant national/local changes are announced | Date of next review: |

Following publication of any new guidance

1515t 15th

Related documents

|  |  |
| --- | --- |
| **GWA documents:**  -Safeguarding policy  -Behaviour policy and addendum  -Health and Safety policy  -Information shared with parents | **Government guidance:**  [**https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)  [**https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19**](https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19)  [**https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term**](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term)  [**https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)  [**COVID-19: cleaning in non-healthcare settings**](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  [**https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings?utm\_source=bc514255-6eb0-4cc0-b5d2-d4146339f7a2&utm\_medium=email&utm\_campaign=govuk-notifications&utm\_content=immediate**](https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings?utm_source=bc514255-6eb0-4cc0-b5d2-d4146339f7a2&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate) |

**Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full opening of the school and ensure the school continues to operate in a safe way. Existing policies and guidance (with appropriate adjustments for COVID19) continue to apply alongside the actions within this document, including but not limited to:

* + Health and Safety Policy
  + First Aid Policy
  + Child Protection Policy
  + Behaviour Policy
  + DFE Guidance relating to COVID19
  + Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
  + Trust Procedure for Dealing with Confirmed or Suspected COVID19 Cases
  + The Health Protection (Notification) Regulations 2010
  + Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’

This risk assessment supports a framework for school leaders to put in place proportionate protective measures for children and staff, whilst also ensuring that all pupils receive a high quality education. Schools are asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission. When these controls are implemented in line with this revised risk assessment, these measures create a safer environment for children and staff where the risk of transmission of infection is substantially reduced.

**All elements of the system of controls are essential**. The school must cover them all, but the way the controls are implemented will differ based on the school’s individual circumstances. School leaders are best placed to apply the principles to their own setting.

Essential measures include:

* A requirement that people who are ill stay at home
* Robust hand and respiratory hygiene
* Enhanced cleaning arrangements
* Active engagement with NHS Test & Trace
* Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

**When considering group sizes, the guidance states:** Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

**The system of controls**

This is the set of actions that schools must take. They are grouped into “Prevention” and “Response to Infection”.

**Prevention:**

## You must always:

## 1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.

## 2. Ensure face coverings are used in recommended circumstances.

## 3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.

## 4. Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach.

## 5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.

## 6. Consider how to minimise contact across the site and maintain social distancing wherever possible.

## 7. Keep occupied spaces well ventilated.

## In specific circumstances:

## 8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.

## 9. Promote and engage in asymptomatic testing, where available.

## Response to any infection

## You must always:

## 10. Promote and engage with the NHS Test and Trace process.

## 11. Manage and report confirmed cases of COVID-19 amongst the school community.

## 12. Contain any outbreak by following local health protection team advice.

## Risk matrix

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Risk rating  High (H), Medium (M), Low (L) |  | | **Likelihood of occurrence** | |  | | |
| **Probable** | | **Possible** | | **Remote** | | |
| **Likely impact** | **Major:** Causes major physical injury, harm or ill-health.  **Severe:** Causes physical injury or illness requiring first aid.  **Minor:** Causes physical or emotional discomfort. |  | H | H | | H | | |
|  | H |  | M |  | L |  |
| M | |  | L |  | L |  |

Key to initials: GDA = Graham Davis, Principal DCL = David Clarke, Vice Principal KHU = Katie Hughes, Assistant Principal

DSM = Dave Smith, Head of Sixth Form LWI = Laura Winsbury, SENDCo EFR = Liz Frobisher, Business Manager

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas for concern Risk rating Control measures**  **prior to action**  **(H/M/L)** | | | | | | | | **In place?**  **(Yes/No)** | | | | **Further action/who responsible/comments** | | | | | | | **Residual risk rating**  **(H/M/L)** | | | | | | | |
| **1. Establishing a systematic process of opening to all students** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1.1 Minimising contact between individuals** | | | | | | | |  | | | |  | | | | | | |  | | | | | | | |
| **Increased contact between individuals risks increasing transmission of coronavirus** | H if local infection rate high  M if local infection rate low | | | * Establish consistent group sizes, taking into consideration the impact of a confirmed case within the group. * Continue to maintain social distancing wherever possible taking into account age range and layout of the school. * Take steps to maintain consistent groups and keep groups apart by amending timetables to stagger start/end of day and breaks. Staggering start and finish times should not reduce overall teaching time. * Aim to maintain groups within the Breakfast & After School Club provision adapting the offer if required. * Undertake more detailed risk assessment for PE to consider non- contact activities and sharing of equipment. * Avoid the sharing of rooms and social spaces. Factor in additional time to enable cleaning where required in shared spaces used during the school day. | | | | Yes | | | | * Year group ‘bubbles’ set up in accordance with the guidance; for lessons, years 7 and 8 will mix in half-year bubbles only; years 12 and 13 act as a single bubble * Due to having 4 possible entrances and separate outside areas bubbles can be distanced without the need to stagger start and finish times**.** Year 8 exit route has been updated to address the issue of bubbles crossing at the end of school.   **Outside zones no longer a necessary precaution following allowance for mixing outside in community at large (changed from 14/6/21). Inside zones reconsidered for 21/6/21, with educational reasons for teachers having their own teaching base outweighing the now low risk posed by more mixing in corridors. Face coverings reintroduced in corridors to mitigate this risk further.**   * Site will be open from 8am for students as usual, but without a formal ‘breakfast club’ provision. Whilst enrichment will not initially take place students will be able to stay on site until 4.30pm to self study within their bubbles. *Enrichment to start, in bubbles, from 5th October. Enrichment limited to provision of self-study only from 9th November in order to minimise mixing within bubbles and, for staff, across bubbles Enrichment continues to be kept under review but is currently limited to self-study only*   **Enrichment limited to optional self-study / clubs from 8th March, to be reviewed for after Easter.**  **Enrichment operating in bubbles three days/week (two days for each year group)**   * Students will be made clear about the importance of our new “No Physical Contact” rule * PE/Dance activities have been further risk assessed with activities non-contact, equipment use minimised, and arrangements for safe changing in place. *New recommendations that staff working more closely with students wear visors/ asks are now in place.*   **New procedures detailing when students in Dance/PE do and don’t wear face coverings are in place.**  **Practical subjects making further, individualised risk assessments based on new guidance e.g. masks to still be worn when moving and in close proximity for enrichment activities**   * Shared spaces will be used by one year group each day only, or cleaned in between uses where this is unavoidable (see 1.2 below)   **Now that classrooms are used by different groups desks are sanitised between use.**   * *Due to our arrangements allowing the separation of bubbles in communal areas we are not recommending the wearing of masks in these areas at present. This will be reviewed. Corridors are now marked and signage increased to emphasise the ‘keep left’ rule and smooth the flow of staff and students in corridors. Face coverings to be worn in communal areas from 5/10/2020 due to increased use of these areas, increased national and local concern, and to further protect staff and students in these circumstances.*   **In line with most recent guidance, face coverings to be worn at all times inside the building, unless in the act of eating or, in rare cases, where Sixth Form group sizes allow 2m+ social distancing.**  **In line with guidance, face coverings not required by students from 17th May, except in specific circumstances. This is due to our continued bubbling arrangements which make cross-bubble mixing extremely rare.**  **Face coverings reintroduced on corridors to mitigate the small risk posed by extra mixing in these areas**   * With mitigating arrangements in place risk assessed as low due to occurrence being possible rather than probable, and impact of infection likely to be minor in young people **Introduction of face coverings will further mitigate this risk.** * **From 8th March we have swapped bubble locations for years 7 and 8. This is to allow us closer monitoring of year 8. It has no impact on the safe operation of our bubbling arrangements.** * **Risk kept as medium as despite the measures in place transfer of any infection within bubbles is still possible**   **Risk reduced to low due to low local infection rates** | | | | | | | L   * M from 5/11 given national lockdown and local infection rates 🡪 L from 21/6 given reduction in local infection rates | | | | | | | |
| **1.2 Organisation of teaching spaces** | | | | | | | |  | | | |  | | | | | | |  | | | | | | | |
| **Classroom sizes will not allow adequate social distancing** | H | | | * Arrange the classroom to seat children side by side rather than face to face. * Adults should continue to maintain 2 metre distance from each other and the children wherever possible. Avoid face to face contact and minimise time spent within 1 metre of anyone. * For older children, support them to maintain distance and not to touch staff or their peers wherever possible. * Move unnecessary furniture out of the classroom to provide more space. * Ensure good ventilation by opening windows and doors where safe to do so. * Clear signage displayed in classrooms promoting social distancing. | | | | Yes | | | | * SLT have set which classrooms are being used and by who (GDA) * SLT to ensure that the site team know which rooms are required to be set up and how (EFR) * Clear briefing to staff on how they need to social distanced within classroom settings wherever possible (GDA) The importance of this continues to be emphasised to staff at every opportunity * Clear briefing to students on how they need to adapt to working in new classroom arrangements (KHU/DSM) * Classroom signage to be created (EFR) Markings on the floor of classrooms now in place to emphasise need for student/staff distancing * Risk currently remains Medium because practical issues around social distancing for staffin classrooms needs to be reviewed once term begins New arrangements now in place for practical work. However, with 30 students in a classroom social distancing is not possible and the overall risk in this section remains medium. Arrangements for practical work in ADT have been further reviewed, with alterations made to reduce the proximity of staff to students * New guidance on ventilation (October 2020) has been taken on board. A jumper has been added to the permitted school uniform so that colder classrooms with open windows are still acceptable. **Importance of ventilation will be reiterated to all staff as we re-open** * **Overall risk remains medium as students cannot social distance in classroom situations.** | | | | | | | **M** | | | | | | | |
| **Use of other shared spaces increases risk of transmission of virus** | M | | | * Limits set for shared spaces. * Avoid busy corridors, entrances and exits. * Large gatherings prohibited for more than one group. * Design layout and arrangements in place to enable social distancing. * Allow for cleaning shared areas between use by different groups. * Minimise use of staffrooms, although staff must still have a break during the day. | | | | Yes | | | | * The only shared spaces in use are the hall, dining room and some practical venues. Use by different bubbles on the same day can be minimised, and where necessary the areas will be cleaned between use by different bubbles. (EFR – cleaning arrangements) * Separate entrances and staircases will be used by each bubble. * Clear guidance issued to staff about use of shared areas; new, socially distanced workrooms made available. (GDA) | | | | |  | | L | | | | | | | |
| **Use of shared resources increases risk of transmission of virus** |  | | | * For individual and frequently used items, such as books and pens, pupils and staff should have their own items that are not shared and kept in their own bag. * Classroom resources can be shared within a group, but should be cleaned regularly. * Avoid sharing resources between groups. Where this is unavoidable, items such as sports equipment, should be cleaned frequently and meticulously and always in between use by each group, or left unused for 48 hours (72 hours for plastics) between group use. * Outdoor play equipment requires frequent cleaning between group use. * Avoid taking books and other shared resources home. | | | | Yes | | | | * Students will be reminded to bring their own equipment, and not to share equipment (KHU) * Where possible practical subjects (PE, DT, Art) will reserve equipment for use by one bubble only; where this is not possible it will be cleaned between use   **This is now the case in all rooms where there is potential for equipment to be shared; if so it is sanitised between use**   * There is no outdoor play equipment in use * Returned library books will be quarantined for at least 72 hours before being returned to shelves | | | | |  | | **L** | | | | | | | |
| **1.3 Availability of staff and class sizes** | | | |  | | | |  | | | |  | | | | |  | |  | | | | | | | |
| **The number of staff who are available is lower than that required to teach classes in school** | M | | | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned in line with government guidance. * A risk assessment is undertaken and reviewed for those previously shielded who can now return to work. * Staff can operate across different groups if required in order to facilitate the delivery of the school timetable. * Full use is made of those staff who are self-isolating or shielding by working from home. * Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. * Staff understand the steps to take if they display COVID19 symptoms and the importance of prompt testing.(Further updated guidance to follow from the trust) * Full use is made of testing to inform staff deployment. | | | | Yes | | | | * SLT are in contact with all staff including those considered vulnerable (e.g. those in ‘vulnerable’ or ‘critically vulnerable’ groups). There are currently no staff who are unable to work (GDA) * Line managements meetings have staff well being as a set item to ensure SLT are aware of any staffing implications and to support ongoing staff well-being. (SLT) * Where staff have to self-isolate arrangements for working from home will be made so that their lessons can continue (GDA) * Cover for lessons where staff are not present in person will be provided as normal; in the case of many staff being absent groups within bubbles may be accommodated in double classroom spaces (GDA/DCL) * Despite the risk of several staff being off at once being unknown we grade the overall risk as low due to the ability to provide remote lessons, and as we can accommodate students in larger spaces if required * *The risk level here has been increased to medium due to the impact of staff being unable to get quick test results for themselves or their families when needed, and this meaning they are absent from school for longer than expected. Contingency plans are in place, including employment of extra cover supervisor support.* * *The risk level remains at medium as increased numbers of cases in the local area make self-isolation of staff more likely. Three extra supply staff have been sourced to help address this issue, but we remain concerned that significant staff absence is possible in the coming weeks* * *The risk level remains as medium as we continue to experience staff absence due to self-isolation. Current local infection rates suggest this will continue to be an issue. We have further increased our cover supervisor capacity to help mitigate this.* * **The risk level remains at medium due to the potential impact of self-isolations needed in the case of a positive test in staff or students, or in staff households. Cover supervisor capacity remains elevated to mitigate this. No change to this. We continue to lose staff time due to self isolation for them or a family member awaiting a test result hence risk still M.** | | | | |  | | L 🡪 M | | | | | | | |
| **1.4 The School Day** | | | |  | | | |  | | | |  | | | | |  | |  | | | | | | | |
| **The start and end of the school day create risks of breaching social distancing guidelines** |  | | | * Start and departure times are staggered. * The number of entrances and exits to be used is maximised. * Different entrances/exits are used for different groups. * Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating, including siblings not attending school. * Floor markings are visible where it is necessary to manage any queuing. | | | | Yes | | | | * Due to each bubble having a separate entrance staggered starts are not necessary **With outside bubbling no longer necessary this is not an issue** * Signage is in place (EFR) * Staff will be on duty at the start and end of school to ensure groups do not congregate. * Floor markings will be in place where necessary e.g. at dining room pay points * **Exits are from separate points and this mitigates mixing to and from school. Additionally some students will stay on site for activities also reducing the busy-ness at the end of the day.** * **One year group not staying for enrichment each day further minimises mixing at the end of the school day** | | | | |  | | L | | | | | | | |
| **1.5 Planning movement around the school** | | | | | | | | |  | | | |  | | | |  | |  | | | | |
| **Movement around the school risks breaching social distancing guidelines** | | M | | | * Circulation plans have been reviewed and revised. * One-way systems are in place where possible. * Corridors are divided where feasible. * Appropriate signage is in place to clarify circulation routes. * Pinch points and bottle necks are identified and managed accordingly. * Movement of students around school is minimised as much as possible, with students staying in classrooms and staff moving round. * Students are regularly briefed regarding observing social distancing guidance. * Appropriate duty rota and levels of supervision are in place. | | | | Yes | | | | * As each bubble will have its own classrooms in different parts of the school to others, its own staircase, and its own entrance, circulation risks are minimised; one-way systems and divided corridors are not necessary in our context. * Teachers will move to students in their teaching areas meaning student movement is minimised * Movement to shared spaces (e.g. science. DT) is the main source of risk, but with separate staircases in use and teachers on duty outside classrooms when waiting for classes this will be mitigated. * *Some staff raised concerns about movement through busy corridors at specific times. This has been addressed by increased floor markings and by ensuring students do not queue in corridors, but remains under review. Staff have not raised any further concerns, the markings have made an impact*   **Face coverings have been reintroduced in corridors for the reasons highlighted in 1.1 an 1.2 above. This keeps the risk of transfer as low as possible.** | | | |  | | L | | | | |
| **1.6 Curriculum organisation** | | | | |  | | | |  | | | | |  | | | | |  | | | | |
| **Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened** | |  | | | * Gaps in learning are assessed and addressed in teachers’ planning. * Plans for intervention are in place for those pupils who have fallen behind in their learning. * **Contingency plans for those self-isolating, or for situations where a positive test results is received in school, are in place** | | | | Yes | | | | | * In order to teach our full curriculum to all, and to ensure students and staff return to routines quickly, there will be no formal ‘catch-up’ in our first weeks. * Staff will scaffold learning exceptionally carefully, particularly focusing on prior knowledge needed to access topics (DCL) * Year 7 teachers will ensure that new students can access their curriculum successfully * Learning mentors will be carefully deployed to maximise the benefits they can offer (LWI) * Subject teachers will flag to DCL/KHU where they feel there is cause for concern regarding gaps in learning * Where there is cause for concern raised by more than one subject the Head of House will take the lead in communicating with parents and co-ordinating the support needed to get learning back on track * Head of PSHE already aware of schools who did not carry out statutory units of work when students were in Y6 and this will be addressed in Y7. * Risk remains medium as, realistically, we cannot close achievement gaps for all until we’ve assessed carefully what they are and tailored programmes accordingly for individuals *Students are currently being assessed and catch-up will begin based on the results of this. Students have been RAG-rated for catch-up need based on their progress since returning to school. Catch-up provision has now been organised based on the RAG rating. We are using the Government’s national initiatives.* * *We are as ready as we reasonably can be for online learning to be instigated in the case of a positive test in staff or students. New material about this was circulated to parents on 25/9/20* * *Online has been in place from 4th January in line with the national decision to delay re-opening of on-site education. All lessons are ‘live’ on Teams, registers are taken and student engagement is running at about 93% on average so far. Where barriers to remote learning are IT based we have provided students with their school laptops. Our curriculum is therefore continuing to be covered in as normal a way as possible. The very small number of families not engaging are being worked with.* * **National Tutoring Programme is in place for identified students in years 7, 8, and 9. A summer school for year 6 is being launched.** | | | | | M | | | | |
| **1.7 Staff workspaces** | | | | |  | | | |  | | | | |  | | | | |  | | | | |
| **Staff rooms and offices do not allow for observation of social distancing guidelines** | | M | | | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. * Staff have been briefed on the use of these rooms. * Use of staffrooms kept to a minimum. * Continue to limit access to the school office. | | | | Yes | | | | | * C201 staff base will be in use, but not as a gathering place. Additional staff workrooms have been provided with socially distanced seating (GDA) * The main office is large enough for staff to work in a distanced fashion and for visitors to the office to stay distant from those working in it (EFR) * Staff will be briefed about staying socially distanced and must set an example for students (GDA) *This has been significantly reinforced with “2m for 15 mins and 1m for 1min” being emphasised. Guidance to staff now updated to emphasise that being within 1m for any amount of time is a problem.* **Staff meeting 4/3/21 will emphasise this again in order to keep risk low** | | | | | L | | | | |
| **1.8 Managing the school lifecycle** | | | | |  | | | |  | | | | |  | | | | |  | | | | |
| **Limited progress with the school’s new year calendar and workplan because of COVID-19 measures** | | M | | | * School calendar for 2020-21 rationalised. * SLT and staff workplans to include short- and medium-term planning. * Consider ways to continue staff meetings, training and CPD remotely or in distanced groups. * Curriculum and timetable for September 2020 completed. * Consider current and future trips and events. * A separate detailed risk assessment must be undertaken (in consultation with the venue) by the EVC and agreed by the Headteacher for each trip. * Use the latest government guidance for consideration of transport and activities. * Consider a pre-visit before undertaking any trips. * Review forthcoming residential trips and understand the implications of cancellation. * Fall back plan if the school goes into a local/national lockdown again for remote education and working. | | | | Yes | | | | | * Calendar has been reviewed (GDA/DCL/KHU) with some dates removed and others remaining provisional * All staff for September have now been recruited and induction processes started (GDA) * Communication between teams (led by faculty leaders) is already underway (GDA/DCL) * New staff have contact details for their faculty leaders * Expectations of staff ‘readiness’ for September have been shared including this risk assessment and operating procedures * Curriculum is planned (DCL) and timetable complete (GDA), including Covid rooming * Trips/visits are on hold, to be individually considered * Contingency plan in place for local/national lockdown, based on continuing all lessons remotely * *A substantial amount of online material, much of it video, has been produced to address that Open Evenings cannot be held* * *Class Teams have been set up for every class in the school to facilitate remote learning if necessary* | | | | | L | | | | |
| **As pupils move into the next phase in their education, they are not prepared for the transition** | | M | | | * A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. * There is regular and effective liaison with nurseries, infant schools and secondary schools to assist with pupils’ transition. * Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. * Online induction days for pupils and parents took place. * Consider specific requirements for vulnerable children or those with additional needs | | | | Yes | | | | | * Liaison with primary schools has been conducted and lists of potential CP issues, behavioural issues and SEND needs has been compiled to enable us to meet need from day 1 (EFL/LWI) * Sixth Form applicants have been receiving regular updates and provided with preparatory work (DSM); further work is planned around results day * Communication is clear and timely to parents (KHU) * New Year 7 students met with their tutor and tutor group remotely; more vulnerable students have had further support (KHU/LWI) * Year 7 will be the first year group on site in September, with no other students present until later in the day * This remains a medium risk as many new students in years 7 and 12 may find the start of term challenging, and we will need to meet that challenge. We hope our support will have been effective and that we can review the risk level to low soon after we have opened. * *Open Evenings in September will not happen in thr traditional way. Alternative arrangements – online materials and smaller group visits – are being planned No visits at all due to risk and ‘rule of six’ – see previous section. Distanced visits for Sixth Form applicants are being offered, but most communication with applicants is taking place online.* **Transition work will begin in earnest with new year 6/7 cohort from 1st March offer day. Sith Form destinations are very strong. Risk remains medium due to concerns about “Year 7 Readiness” of year 6 cohort.** * **Transition work strong – all students visited in primary schools. Transition day for year 7 and year 12 both being planned. Distanced but on site visits took place for year 11 in late April/early May.** * **Risk reduced to ‘low’ at present as transition activities are likely to take place much ‘as usual’.** * **Year 12 transition risk assessed and judged as safe; year 6 not (29 different primary school bubbles). Remote events, similar to those successfully used last year, are in place instead. Overall risk is lower than last year as in person visits to primary schools have happened this year.** | | |  | | M 🡪 L (May 21) | | | | |
| **1.9 Governance and policy** | | | | |  | | | |  | | | | |  | | |  | |  | | | | |
| **Governors are not fully informed of key decisions** | | L | | | * Online meetings are held regularly with governors to inform and discuss decisions, including this risk assessment * Governors are briefed regularly on the latest government guidance and its implications for the school. | | | | Yes | | | | | * GDA has strong links with Andrew Wild and their communication is always timely * Information is disseminated to the governing body when required by GDA and chair, or by clerk for national governance advice * Governors will review and comment on this risk assessment * Governors are aware of their responsibilities in terms of a safe re-opening | | |  | | L | | | | |
| **1.10 Policy review** | | | | |  | | | |  | | | | |  | | |  | |  | | | | |
| **Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances** | | H | | | * All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. * Staff, students, parents and governors have been briefed accordingly. | | | | Yes | | | | | * SLT have reviewed policies and added addendums where required for summer term opening – safeguarding, fire evacuation, medical, behaviour (KHU/GDA); these have been reviewed again and remain in place for September * COVID presents school leaders with changing challenges and policies will be updated in a timely manner when new information is released by the Government. Given the likelihood of changes as schools open we rate this as a medium risk, though if re-opening goes well locally and nationally this should be able to be quickly revised down. * **Risk reduced to low (May 21) as all policies are either fit for purpose or now adapted for Covid working** | | |  | | M –> L (May 21) | | | | |
| **1.11 Communication strategy** | | | | |  | | | |  | | | | |  | | |  | |  | | | | |
| **Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in**  **risks to health** | | M | | | * Communications strategies for the following groups are in place:   + Staff   + Students   + Parents   + Governors   + Other partners | | | | Yes | | | | | * There is communication at least weekly, and usually much more regularly, with all stakeholders listed (GDA) * Requests for further information from stakeholders listed have been rare, suggesting we are providing all information required. * *A weekly update is provided to all parents every Friday* * *Parents have been communicated with over the Christmas break in order to keep them as up to date as possible regarding arrangements for schooling in January. Further updates have been sent daily in the fist week back; the very high engagement rates suggest parents are well informed. We have also had numerous mails congratulating us for what we are providing.* * **Full and detailed communications with parents regarding testing and re-opening are in place. Support from the parent body remains very strong, risk to health therefore remains low.** | |  | | | L | | | | |
| **1.12 Staff induction and CPD** | | | | |  | | | |  | | | | |  | |  | | |  | | | | |
| **Current staff are not trained in new procedures, leading to risks to health** | | M | | | * Induction and CPD programmes are in operation for all staff prior to reopening, and include:   + Infection control   + Fire safety and evacuation procedures   + Constructive behaviour management   + Safeguarding   + Risk management | | | | Yes | | | | | * Staff will be provided with this risk assessment, and with a clear set of operating procedures prior to coming to site in September. These will be shared and discussed by email, and then in person on the September training days. (GDA) * **The ‘operating procedures’ have been updated for 8 March re-opening** | |  | | | L | | | | |
| **New staff are not aware**  **of policies and procedures prior to starting at the school when it reopens** | | M | | | * Induction programmes are in place for all new staff – either online or in-school – prior to them starting. * The revised staff handbook is issued to all new staff prior to them starting. Whole school risk assessment shared with staff. * Staff understand that they can raise concerns in respect of the controls in place and any concerns are given proper consideration by school and trust leaders. | | | | Yes | | | | | * Information for new staff has been updated and was added to at the July training day (GDA) * Our three NQTs may need extra support as their training year was interrupted (DCL/AWA) * Staff will be encouraged to raise suggestions or concerns regarding our safe operation at any time (GDA) * *New staff joining during the year receive Covid safety guidance alongside their usual induction* * **Induction day for new staff planned for 2nd July All new staff have confirmed attendance** | |  | | | L | | | | |
| **1.14 Free school meals** | | | | |  | | | |  | | | | |  | |  | | |  | | | | |
| **Pupils eligible for free school meals will no longer receive vouchers from September 2020** | | L | | | * Ensure orders for summer holiday vouchers are placed at least one week before the end of term. * A member of the school’s administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school. * Remind parents of eligibility criteria for FSM as some children may have become eligible. * Communicate school meal arrangements to parents. | | | | Yes | | | | | * Summer holiday vouchers were provided as prescribed in the Free School Meals guidance  (EFR/RMA) * All students eligible for FSM will be encouraged to take these in September (see 3.4 below for lunch arrangements) * We will notify all parents of the FSM criteria in September in case they are newly eligible * *Systems are now in place to provide vouchers for any students entitled to FSM who have to self isolate* * *The local voucher system set up by Swindon BC was used to provide vouchers for families over the Christmas break. Further vouchers will be provided for the duration of remote learning arrangements in January 2021.* * **A food box system was introduced from 22nd February, replacing vouchers.** * **No vouchers currently required; we’re ready to issue vouchers should a student entitled to FSM need to self-isolate** | | | | | L | | | | |
| **1.15 Risk assessments** | | | | | | | | |  | | | | |  | | | | |  | | | | |
| **Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.** | | H | | | * Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:   + Use of different areas of the school   + How and when students enter and leave school   + Movement around school   + Use of break and lunch times   + Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used | | | | Yes | | | | | * SLT to undertake regular review of this risk assessment, and any other assessments required for partially/full opening of the school (KHU) * Stakeholders know where they can find the risk assessments should they require them (EFR) * Stakeholders are clear that any risk assessment is fallible and should be aware that COVID may present risks previously unknown * Given the operational success of the risk assessment to date we now judge this to be a low risk overall | | | | | L | | | | |
| **2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19** | | | | | | | | |  | | | | |  | | | | |  | | | | |
| **2.1 Cleaning** | | | | | | | | |  | | | | |  | | | | |  | | | | |
| **Cleaning capacity is reduced so that an initial thorough clean and ongoing cleaning of surfaces are not undertaken to the standards required** | | H | | | * A return-to-work plan for cleaning staff (including any deep cleans) is agreed prior to opening. * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. * Working hours for cleaning staff are increased if required.   . | | | | Yes, though reliant on contract cleaners | | | | | * EFR has worked with Sodexo to ensure that cleaners are aware of new cleaning needs both prior to and after opening * More capacity for cleaning was part of our contract anyway, due to school expansion * A daily schedule for both ‘in-day’ and ‘end-of-day’ cleaning will be provided * Sodexo and EFR are clear about PPE required by cleaning staff * Sodexo cleaners have their own risk assessments which cover them whilst working on site * Quality of cleaning will be monitored (EFR) * This risk is judged medium until cleaning staff are fully in place and the increased cleaning needed in September has been successful in operation. *Cleaners have now been fully recruited (28/8) and an initial deep clean of the school site completed. Whilst cleaning remains a priority it has been successful so far, both during the day and in the main evening clean, hence risk reduced to Low* * *Cleaning has been reduced to reflect the lower numbers on site but sustains the standards required* * **Deep clean 4/5 March to prepare for re-opening, followed by same daily cleaning regime as was successfully in place before Christmas.** | | | | | M –> L | | | | |
| **2.2 Hygiene and handwashing** | | | | |  | | | |  | | | | |  | |  | | |  | | | | |
| **Inadequate supplies of soap and hand sanitiser mean that students and staff do not wash their hands with sufficient frequency** | | H | | | * An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. * Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day and accessible to all staff without leaving their work space. | | | | Yes | | | | | * Hand sanitiser is available in every teaching space and every office space * Students and staff will be encouraged to make hand sanitisation habitual * The school has enough supplies of hand sanitiser, soap and paper towels for full reopening (EFR) * KHU liaise with EFR to ensure supplies remain sufficient * Given the transmission risk if hands are not sanitised this is judged a medium risk, until habits are fully established * **The risk has been reduced to low as students were habitually sanitising on entering classrooms and this will be re-iterated on the return to on-site learning.** | |  | | | M 🡪 L | | | | |
| **Students forget to wash their hands regularly and frequently** | | M | | | * Staff training includes the need to remind Students of the need to wash their hands regularly and frequently. * Posters and notices reinforce the need to wash hands regularly and frequently. * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | | | | Not yet in place for new students coming to site | | | | | * Posters provided for toilet areas (EFR) * Students reminded at the beginning of each day, and where possible, on granting permission to use the bathroom, to wash their hands * Sanitising when moving to a new location to become part of the normal routine (KHU) * Where a student fails to adhere to this instructions parents will be informed and the Head of House will take appropriate action * Whilst all possible steps will be taken to ensure every student adheres to this it cannot be guaranteed, hence remains a medium risk | |  | | | M 🡪 L | | | | |
| **2.3 Clothing/fabric**  ***No longer considered a specific risk in re-opening guidance*** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **2.4 Testing and managing symptoms** | | | | | ***Note new section below added December 2020*** | | | |  | | | | |  | |  | | |  | | | | |
| **Testing is not used effectively to help manage staffing levels and support staff wellbeing** | | L | | | * Guidance on when and how to get tested is available to all staff * Post-testing support is available to staff * New testing procedures in place. | | | | Yes | | | | | * SLT will keep staff informed of updated Government guidance (GDA) * *Our major issue to date has been lack of availability of tests – see section 1. Risk increased to M Whilst test return times seem to have improved they are not always consistent.* * *On site testing now operational* * **The whole school is being tested 4/5 March to allow a return for all on 8 March. Two further tests will take place in w/b 8 March. Home testing kits will be in place for staff from 8 March and students from 15 March.** * **See separate risk assessment regarding testing on site** * **There remains some risk that students will not engage with home testing as they should. Regular communications and support for families will be used to mitigate this.** * **The new testing opportunities mean we reduce this risk to low.** * **Students and staff test twice weekly at home with lateral flow kits. There is a risk that they do not do this, but students and parents are reminded regularly.** | |  | | | L | | | | |
| **Infection transmission within school due to staff/Students (or members of their**  **household) displaying symptoms** | | H | | | * Robust collection and monitoring of absence data, including tracking return to school dates, is in place. * Procedures are in place to deal with any student or staff displaying symptoms at school. This includes the use of testing for both staff and students and appropriate action, in line with government guidance, should the tests prove positive or negative. * Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.** * A record of any COVID-19 symptoms in staff or Students is reported to SLT. | | | | Yes | | | | | * Heads of House and Pastoral team lead on absence and attendance (KHU) * Medical policy has been updated (KHU) * Government guidance is shared with parents via the ‘Care bulletin’ (KHU) * Operating procedures cover protocols should a member of staff suspect a student has symptoms (GDA) * Students self-isolating will be involved in their usual lessons remotely * Risk remains high if households do not comply with guidance, but every step is being taken to ensure stakeholders know what is expected, hence overall risk medium * **Risk remains medium; LFD tests can provide a false sense of security, parents are reminded to seek a PCR if a child has symptoms** | |  | | | M | | | | |
| **Staff, Students and parents are not aware of the school’s procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19, or if there is a confirmed case in the school** | | H | | | * Staff, students and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. * This guidance has been explained to staff and Students as part of the induction process. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. * Procedures are in place for identified areas to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | | | | Yes | | | | | * Information and protocols have been shared with parents already and will be re-issued prior to opening in September (GDA/KHU) * Term will begin with a clear briefing to each year group bubble of all aspects of new arrangements, including what will happen if they show symptoms (GDA/KHU) * Risk remains high if households do not comply with guidance, but every step is being taken to ensure stakeholders know what is expected, hence overall risk medium * *All evidence to date suggests correct procedures are being followed (we have had no cases in the direct staff/student body during terms 1 and 2) but overall risk remains medium* * **There has still been just one case within the school community (on 8th March) suggesting correct procedures are being followed.** * **Only one student has tested positive since the last review, and this student had already been self-isolating for a week due to another member of the household testing positive. There have therefore been no cases requiring track and trace in school since 8th March.** | |  | | | M | | | | |
| ***The introduction of mass testing due in January 2021 disrupts staffing and compromises teaching and learning*** | | *H* | | | * *Government guidance covering the administration of mass testing was issued 23rd December 2020* * *The school is not in a position to have the staffing, venue and other practical arrangements for testing in place for 4th January* * *The school will work with local and national support to be ready to implement mass testing as soon as reasonably feasible* | | | |  | | | | | * ***At time of writing the arrangements for mass testing remain unclear. We judge there is a high risk that this disrupts the smooth operation of the school, as things stand, though the school also fully accepts the potential benefits of a mass testing system.*** * ***There is a high risk that leadership time is diverted away from the school’s normal operations to the administration of mass testing*** * ***There is a high risk that teaching and learning is disrupted by students needing to leave lessons to be tested.*** * ***We hope and expect to be able to mitigate these risks as the system is put in place over the coming weeks*** * *We now have more time to plan and implement the mass testing rollout and intend to have this ready for small scale trial mid January before larger rollout when we return. There is a medium risk that we will not be able to find and sustain necessary staffing levels. There is still a high risk that it disrupts learning, depending on how many positive tests occur.* * **This whole section has now been superseded. The short window of onsite testing means that impact on teaching and learning of the testing will be minimal** | |  | | | L | | | | |
| **2.5 First Aid/Designated Safeguarding Leads** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **The lack of availability of designated First Aiders and Designated**  **Safeguarding Leads puts children’s safety at risk** | | H | | | * First Aid certificates can be extended for three months from 16th March 2020 to no later than 30th September 2020. * A programme for training additional staff is in place. | | | | Yes | | | | | * DSL is always available and two DDSLs support * All staff have Level 1 safeguarding training * A first aider is on site and available; all first aiders are aware of actions required if a Covid case is suspected * *First Aid coverage is available on site daily during lockdown* | |  | | | L | | | | |
| **2.6 Communication with parents** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **Parents and carers are not fully informed of the health and safety requirements for the reopening of the school** | | M | | | * As part of the overall communications strategy parents are kept up to date with information, guidance and the school’s expectations on a weekly basis using a range of communication tools. | | | | Yes | | | | | * Communications were regular at the end of term and will be re-instigated prior to opening, including circulation of this risk assessment (GDA/KHU/DSM) *Parents receive a weekly email update every Friday* * A COVID-19 section on the school website has been created and will be updated. *This section of the website is updated regularly, next amendments planned for 9th November.* * **The website has been kept up to date throughout the Covid-19 period. New stipulated documents about remote learning are in place.** | | | | | L | | | | |
| **Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19** | | M | | | * Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school’s website. | | | | Yes | | | | | * SLT will ensure this information is communicated prior to reopening and is reiterated regularly (GDA/KHU) * Where a suspected case arises the school will work directly with the family to ensure the correct procedures are followed | | | | | L | | | | |
| **2.7 Personal Protective Equipment (PPE)** | | | | | | | | |  | | | | |  | | | | |  | | | | |
| **Provision of PPE for staff where required is not in line with government guidelines** | | M | | | * Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. * Those staff required to wear PPE (e.g. cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. | | | | No | | | | | * SLT will brief staff about PPE prior to their arrival back on school site (GDA). Government guidance will be followed; staff who wish to take further precautions will usually be supported in this, with a discussion if necessary. * EFR to ensure that Sodexo have appropriate instructions issued to cleaning teams | | | | | L | | | | |
| **3. Maximising social distancing measures where possible** | | | | | | | | |  | | | | |  | | | | |  | | | | |
| **3.1 Student behaviour** | | | | | | | | |  | | | | |  | | | | |  | | | | |
| **Students’ behaviour on return to school does not comply with distancing expectations** | | M | | | * Clear messaging to students on the importance and reasons for no physical contact is reinforced throughout the school day by staff and through posters, notice boards, and floor markings * Staff model social distancing consistently. * The movement of students around the school is minimised. * Break times and lunch times are closely supervised. * The school’s behaviour policy has been revised to include compliance with new guidelines and this has been communicated to staff, students and parents. * Senior leaders monitor areas where there are breaches of distancing measures and arrangements are reviewed. * Messages to parents reinforce the importance of distancing behaviour, i.e. no physical contact | | | | Yes | | | | | * Students will all be briefed at the start of term with regard to the “No Physical Contact” rule and other distancing measures (GDA/KHU) * Signage around the school will reinforce expectations * Increased duty presence will help ensure compliance with expectations * The school’s behaviour policy has been reviewed and an addendum will be added to explain the use of the Ladder of Consequences with COVID (KHU) * *Students have adapted well to behaviour expectations though we still have some who need reminding of our ‘no physical contact’ rule.* * *Terms 1 and 2 have seen only minimal need to address Covid-unsafe behaviour.* * **Behaviour expectations will be reiterated to all students prior to and on their return on 8th March** | | | | | L | | | | |
| **3.2 Movement in corridors** | | | | |  | | | |  | | | | |  | | | | |  | | | | |
| **Distancing guidance is breached when students circulate in corridors** | | M | | | * Circulation plans have been reviewed and amended * One-way systems are in operation where feasible. * Corridors are divided where feasible. * Circulation routes are clearly marked with appropriate signage. * Any pinch points/bottle necks are identified and managed accordingly. * The movement of students around school is minimised as much as possible. * Where possible, students stay in classrooms and staff move around. * Lesson change overs are staggered to avoid overcrowding. * Students are briefed regularly regarding observing social distancing guidance whilst circulating. * Appropriate supervision levels are in place. | | | | Yes | | | | | * See mitigating actions in section 1.5 above * *As stated in 1.1 above there will be minimal mixing of bubbles in corridors or communal spaces given our zoning arrangements, hence we are not requiring students or staff to wear masks in these areas at present. New markings are now present in corridors.* | | | | | L | | | | |
| **3.4 Social times** | | | | |  | | | |  | | | | |  | | | | |  | | | | |
| **Students may not observe distancing at social times** | | H | | | * Social times are staggered. * Students are reminded about social distancing as social times begin. * Distancing signage is in place around the school and in key areas. * Supervision levels have been enhanced to support social distancing. * Students wash their hands before and after eating. * Dining areas have been configured to allow for social distancing. Additional arrangements are in place, such as staggering lunch times, delivering a simplified hot food offer in disposable containers to classrooms, pupils eating in classrooms or other spaces. * Guidance has been issued to parents and pupils on packed lunches * Eating areas are cleaned after lunch. | | | | No | | | | | * Break times will be taken in bubbled areas; lunch times will be staggered: 12.30 year 7, 12.50 year 8, 1.10 year 9; only those who need to attend the dining room will go there * Duty staffing at break and lunch will be increased * The dining room will be zoned; if there is not enough seating space in their zone students will return to their bubble areas with their lunch * Food will be served in disposable containers * Rules about use of the dining area to protect serving staff will be agreed with Sodexo and monitored by staff on duty (EFR/GDA) * Rules about student interaction, and where students can be at break times, will be reinforced prior to every break until habitual * The ladder of consequences will be used for breaches of distancing expectations * Whilst all possible steps will be taken to mitigate this risk it is rated as Medium until distancing behaviour is habitual *Whilst most students are now in excellent habits the ‘no physical contact’ rule is still a challenge to a few and needs daily reinforcement, hence risk still rated Medium* * *Students have observed social distancing at social times equally well to how they have done so in lesson times hence risks are no higher than in lessons and so overall risk is reduced to low.* | |  | | | M 🡪 L | | | | |
| **3.5 Toilets** | | | | | | | | | | | | | | | |  | | | | | | | | |
| **Queues for toilets and handwashing risk noncompliance with social distancing measures** | | M | | | * Students know the toilets available to them * Students are encouraged to access the toilet during class/throughout the day to help avoid queues. * The toilets are cleaned frequently. * Monitoring ensures a constant supply of soap and paper towels. * Bins are emptied regularly. * Students are reminded regularly on how to wash hands. | | | | Yes | | | | | * Four different toilet blocks will be used to maintain separation of the four different bubbles of students on site. * Posters in toilet areas will reinforce hand-washing expectations. Paper towels will be provided to supplement our dryers to further encourage hand-washing. * Hand sanitiser will be used by any student entering a learning venue, at the start of the day, after breaks, and after leaving the room for any reason including a toilet break. * The ‘in-day’ clean will focus on toilet areas * Whilst the measures above will minimise risk we rate this as Medium until the routines are embedded in students’ minds*Routines are working well, but given the shared nature of the toilets we can’t justify a reduction in the risk level.* | |  | | | M | | | | |
| **3.6 Arrival and departure from school, reception area** | | | | |  | | | |  | | | | |  | |  | | |  | | | | |
| **Groups of people gather in or near reception (parents, visitors, deliveries) which risks breaching social distancing guidelines** | | M | | | * Social distancing points are clearly set out, using floor markings, continuing outside where necessary. * Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). * Non-essential deliveries and visitors to school are minimised. * Arrangements are in place for segregation of visitors. The use of available entrances and exits is maximised. * Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. * Regular messages to parents stress the need for social distancing at arrival and departure times. | | | | Yes | | | | | * Parents will be reminded not to accompany children beyond the school gates, or their car, without an appointment * Visitors will be by appointment only, adults coming to site without an appointment will be asked to leave * Staff to be on duty at all four entrances at arrival and departure times with the priority being to ensure a flow of students through the area and management of any visitors/deliveries that arrive during these times – which should be rare * Our separate entrances and clear procedures mean that we judge this a low risk overall | |  | | | L | | | | |
| **3.7 Transport** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **The use of public transport by students poses risks in terms of social distancing** | | H | | | * Guidance is in place for students and parents on how social distancing can be observed on public transport. This includes advice on the use of face coverings. * Encourage other ways of coming to school where possible, walking, cycling etc. | | | | Yes | | | | | * Guidance to be issued via the care bulletins on the use of public transport, including the wearing of face masks; this will be checked on arrival and departure from school (KHU) * The number of students who use public transport to attend school is already minimal * Students on the Sixth Form minibus will wear masks to protect the drivers (EFR) * The risk remains Medium as a student may still need to use public transport, and this is a risk that we cannot completely mitigate * **Students and families have been reminded that face coverings remain compulsory on public transport even though not required in school** | |  | | | M | | | | |
| **3.8 Staff areas** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **The configuration of staff rooms and offices makes compliance with social distancing measures problematic** | | M | | | * Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. | | | | Yes | | | | | * See 1.7 above | |  | | | L | | | | |
| **4. Continuing enhanced protection for children and staff with underlying health conditions** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **4.1 Students with underlying health issues** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **Students with underlying health issues, those in high risk groups (such as BAME) or those who are shielding are not identified and so measures have not been put in place to protect them** | | H | | | * Parents have been provided with clear guidance and this is reinforced on a regular basis. * Parents have been asked to make the school aware of students’ underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. * The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** * Schools have a regularly updated register of students with underlying health conditions. | | | | Yes | | | | | * The pastoral team will work closely with any students whose health creates a concern in them or their family about a return to school (KHU/RSP) * Declared medical conditions will be cross checked by RSP * Parents will be kept informed of guidance regarding shielding and social distancing of clinically vulnerable and extremely vulnerable * Medical risk assessments are in place for any student requiring medical intervention during the school day (RSP) * The risk remains Medium as we know some students and parents will be nervous about the initial return and this will need discussion * *Risk now judged low due to strong attendance at the start of term New shielding guidance for clinically extremely vulnerable from 5th November is being followed. Further new guidance will be followed as required in January***.** * **New shielding guidance will be followed and families supported accordingly** | |  | | | M 🡪 L | | | | |
| **4.2 Staff with underlying health issues** | | | | |  | | | |  | | | | |  | |  | | |  | | | | |
| **Staff with underlying health issues, those who are members of high risk groups, or those who are shielding are not identified and so measures have not been put in place to protect them** | | H | | | * All members of staff with underlying health issues, those within high risk or vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. * Records are kept of this and regularly updated. * Members of staff with underlying health conditions have been asked to seek and act on the advice of their * GP/consultant/midwife or current government advice. * Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** * Current government guidance is being applied. | | | | Yes | | | | | * Guidance has changed in this area over the summer with no need for staff to shield * We will discuss concerns about this with any members of staff who wish to * *As of 28/8/2020 no staff have raised this as a concern New shielding guidance for clinically extremely vulnerable from 5th November will be followed if required – no known cases at the moment.* * *Renewed guidance for lockdown is being followed* * **Support for relevant staff is individualised and appropriate protective measures agreed. Currently there are no staff shielding, but individual circumstances have led to support being in place for other reasons when needed.** | |  | | | **L** | | | | |
| **5. Enhancing mental health support for Students and staff** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **5.1 Mental health concerns – Students** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **Students’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general** | | M | | | * There are sufficient numbers of staff available to support Students with mental health issues. * There is access to designated staff for all Students who wish to talk to someone about wellbeing/mental health. * Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/Student briefings. * Resources/websites to support the mental health of Students are provided. | | | | Yes | | | | | * Students had fortnightly contact from their tutors (more often for vulnerable students) recorded centrally, meaning we are already addressing need where known (KHU) * Websites to support mental health were shared on care bulletin (KHU) * Mental Health and Wellbeing will be a focus of assemblies and PSHE lessons at the start of term (KHU) * Upon reopening keyworkers will update other professionals involved in any GWA students care * Tutors and the wider pastoral team will take particular care in observing how students respond to being back at school * We retain this as a Medium risk as wider re-opening is highly likely to lead to us uncovering new concerns in this area*Issues to date have been limited and within our capacity to manage, hence risk reduced to Low* * **We acknowledge the increased risk of issues following the return to school for all and will support students and cohorts appropriately. Students who in the student questionnaire identified adverse mental health effects were all contacted to offer support. Risk back up to medium for the short term at least, and probably for a long time for some.** * **As expected, some cases where significant support is required have emerged and are being addressed. Risk remains medium.** | |  | | | M 🡪 L 🡪 M | | | | |
| **5.2 Mental health concerns – staff** | | | | | | | | |  | | | | |  | |  | | |  | | | | |
| **The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general** | | M | | | * Staff are encouraged to focus on their wellbeing. * Visibility of leadership and key staff. * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. * Staff briefings and training have included content on wellbeing. * Staff have been signposted to useful websites and resources. | | | | Yes | | | | | * Ongoing support provided to all staff by line managers, pastoral leads and SLT * Staff have been kept informed of developments at all times and encouraged to make contact with us with any concerns (GDA) * Staff have been reminded of the well-being provision available to them through our staff insurance provider (EFR) * We retain this as a Medium risk as wider re-opening is could lead to us uncovering new concerns in this area*Whilst risk here has not been eliminated we now judge it as Low* * **We acknowledge the need to carefully support staff who have been working at home for two months now as they return to onsite working. Risk elevated to Medium** * **Health concerns, and change in working practices (moving teaching rooms, year 13 grading), continue to place different pressures on staff to ‘normal’. Support is offered where needed.** | |  | | | M 🡪 L 🡪 M | | | | |
| **Working from home can adversely affect mental health** | | M | | | * Staff working from home due to self-isolation have regular catch-ups with line managers. * Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. * Appropriate work plans have been agreed with support provided where necessary. | | | | Yes | | | | | * Ongoing support will provided to any staff working at home by line managers, pastoral leads and SLT * We consider this to be a low risk as school re-opens, but acknowledge that it needs to be kept under review depending on the number of staff self-isolating or otherwise unavailable on site, and the difficulties they may have working from home. * *We have uprated this risk to medium in the light of the return to predominantly remote learning at the start of January. The severity of the risk depends for how long remote learning will be in place.* * **Staff have been offered support throughout lockdown but renewed support may need to be in place from 8 March, hence risk remains medium** * **Risk returned to low due to minimal home working** | | | | | L 🡪 M 🡪 L | | | | |
| **5.3 Bereavement support** | | | | | | | | |  | | | | |  | | | | |  | | | | |
| **Students and staff are grieving because of loss of friends or family** | | H | | | * The school has access to trained staff who can deliver bereavement counselling and support. * Support is requested from other organisations when necessary. | | | | Yes | | | | | * Bereavement support is ‘ready for use’ if needed * Given the potential impact of bereavement we have left this as a High risk (Probable, and potentially severe for a grieving individual) but have plans for support if it is required * **We are aware of students impacted by bereavement and have supported individuals and families accordingly.** * **Low local infection rates reduce risk to Medium** | | | | | H 🡪 M | | | | |
| **6. Operational issues** | | | | |  | | | |  | | | | |  | | | | | | |  | | | |
| **6.1 Review of fire procedures** | | | | |  | | | |  | | | | |  | | | | | | |  | | | |
| **Fire procedures are not appropriate to cover new arrangements** | | M | | | * The school has access to trained staff who can deliver bereavement counselling and support. * Support is requested from other organisations when necessary. * Fire procedures have been reviewed and revised where required, due to:   + Distancing rules during evacuation and at muster points   + Possible need for additional muster point(s) to enable distancing where possible   + Staff and students have been briefed on any new evacuation procedures. | | | | Yes | | | | | * An addition to the emergency evacuation procedure has been written, but in essence procedures remain much as before as each year group will evacuate via their allocated staircase (unless in specialist rooms at the time) *Allocated spaces for lining up on the MUGA have been revised to reflect the entrances to the MUGA which students will use.* * A practice evacuation will take place on 3rd / 4th September to ensure all students and staff are aware of the procedures*This was successful.* * *Two further evacuations have taken place during Term 2, Covid arrangements did not have an impact on either. Further practice in Term 5 showed no issues.* | | | | | | | L | | | |
| **6.2 Managing premises on reopening after lengthy closure** | | | | | | | | |  | | | | |  | | | | |  |  | | |
| **All systems may not be operational** | | L | | | * Government guidance is being implemented where appropriate. * All systems have been recommissioned where required. | | | | Yes | | | | | * Site team and our facilities management contractor have kept GWA compliant during partial school closure and over the summer (EFR) | | | | |  | L | | |
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** | | L | | | * All statutory compliance is up to date. * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | | | | Yes | | | | | * Site team and our facilities management contractor have kept GWA compliant during partial school closure and over the summer (EFR) | | | | |  | L | | |
| **6.3 Contractors working on the school site** | | | | | | | | |  | | | | |  | | | | |  |  | | |
| **Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control** | | | M | | | * An assessment has been carried out to see if any additional control measures are required to keep staff, students and contractors safe. * Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have Covid-secure procedures in place * Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/students are kept apart. * In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). | | | | Yes | | | | * If contract work is required this will be planned so that it does not interact in any way with the students and staff on site, beyond the site team meeting and managing any contractors. (EFR) * Any contractors we need on site will be briefed regarding our expectations of social distancing and other measures (EFR) * Some contract work has taken place successfully over the summer (e.g. installation of new bike storage); term-time work would, as usual, be minimised. * **Contractors and other visitors will not be permitted on site during the school day except in emergency situations, or for education purposes (e.g. peripatetic staff, appropriately tested, or staff attending for interview). Where visitors are on site they will receive guidance about following our Covid-safe practices.** | | | |  | | | L | | | |
| **7. Finance** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **7.1 Costs of the school’s response to COVID-19** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **The costs of additional measures and enhanced services to address COVID 19 when reopening places the school in financial difficulties** | | | L | | | | * Additional cost pressures or loss of income due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. * Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. * An exceptional costs claim has been made for eligible schools. * The school’s projected financial position has been shared with the Governors. * Consideration given to resuming lettings where this can be done safely and in line with government advice. Any letting that resumes must not jeopardise infection control and the hirer/participants must meet required procedures. A separate risk assessment should be completed in conjunction with each hirer. | | | | Y | | | | * EFR has reviewed the budgetary implications * As our overall income has been maintained (except for lettings), some costs reduced (e.g. not employing a cover supervisor until September and reduced resource costs) and no significant extra costs incurred (except for two weeks of FSM vouchers and small amounts of extra purchasing) then we are confident our good overall financial position is not being majorly compromised by the current situation (EFR) * A claim has been submitted for extra costs e.g. FSM vouchers (July 2020) * The biggest single impact has been the reduction in lettings income. We have forecast that continuing into 2020/21 and budgeted accordingly, but will consider Covid-secure lettings from September, some of which are already risk-assessed and confirmed. * *Ongoing reduction in lettings income, increased cover costs, spending on sanitiser etc. and reduced Sixth Form numbers mean that whislt overall risk is still low this is an area of concern.* * *The school has been lucky so far that low levels of infection/self-isolation have meant costs have kept low, but we remain concerned by the reduction in lettings income and by potential costs associated with mass testing* * **Reduced income from lettings and costs of cleaning/testing have largely been offset by reduced costs during lockdown and by a small amount of Government support received** | | | | | | | L | | | |
| **8. Governance** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **8.1 Oversight of the Governing Body** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lack of governance oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.** | | | L | | | * The Governing body continues to meet regularly via online platforms and relevant information shared where appropriate. * The chair of Governors includes content and updates on how GWA are continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19. * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. * Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding GWA to account for areas of statutory responsibility as delegated by the trust. | | | | | Yes | | | | * Governing body has held extra meetings, over and above those originally scheduled termly, to monitor the school’s response to the situation (GDA + chair) * Governors will review this risk assessment and further documentation prior to a final decision about school opening in September. | | | | | | | L | | | |