# Sir Robert Woodard Academy - Risk Assessment for Re-opening

This risk assessment provides the key steps which must be factored into the planning of the reopening of schools. It is expected that all steps will be completed prior to schools reopening and will be amended as appropriate in the context of any changes to government and/or Public Health England (PHE) guidance.

| | | | | | Date of last update: | | 04/11/20 | | By: | SBU |

The risk assessment is in four sections:

| | | KEY: | | | Levels | |
|---|---|---|---|---|---|---|
| 1. Actions to be taken which apply to all schools. | | C | Severity of consequence | 1 (min) to 5 (max) | | |
| 2. Individual staff member needs assessment. | | L | Likelihood | 1 (min) to 5 (max) | | |
| | | R | Risk Rating | 1 (min) to 25 (max) | | |
| | | RR | Residual Risk Rating | 1 (min) to 25 (max) | | |

Likelihood / Consequences matrix:

| Likelihood | | | | | |
|---|---|---|---|---|---|
| 5 | 5 | 10 | 15 | 20 | 25 |
| 4 | 4 | 8 | 12 | 16 | 20 |
| 3 | 3 | 6 | 9 | 12 | 15 |
| 2 | 2 | 4 | 6 | 8 | 10 |
| 1 | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |

Consequences

Useful Government guidance: -

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Actions for education and childcare settings to prepare for wider opening from 1 June 2020

Coronavirus (COVID-19): implementing protective measures in education and childcare settings

Planning guide for Primary Schools

Guidance on the use of PPE

| Score: | | |
|---|---|---|
| Low | 1 - 8 |
| Med | 9 - 15 |
| High | 16 - 25 |

The hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include: -

Ÿ Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges.
Ÿ Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
Ÿ Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
Ÿ Cleaning frequently touched surfaces often using standard products, such as detergents and bleach.
Ÿ Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

| Review Date: | As and when guidance is updated, or number of students attending the academy increases | | | | | | | | Last Update: | 04.11.20 | SBL | | | |

| Hazard - What can cause harm | Who might be harmed | How might people be harmed | Risk rating with no controls | | | Control measures | Existing measures | New risk rating after controls (residual) | | | Additional Controls | Action/ Monitored by whom? | Date completed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | C | L | R | | | C | L | RR | | | |
| **Spread of Covid-19 Coronavirus** | Students, Staff, Parents, Visitors to the Academy, Contractors | Covid-19 is a new illness that can affect your lungs and airways. Symptoms can be mild, moderate, severe or fatal. | 5 | 3 | H | Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges | Communication to staff and parents that no-one should attend the academy if presenting with any signs of illness | 6 | 2 | M | Further communicate to parents and staff before September, outlining the most common symptoms and including the PHE 'Stay at Home' guidance about self-isolation and testing. Any member of staff or student who has symptoms to be kept home for at least 10 days, or until a test result is returned as negative. | VWE | |
| | | | | | | | | | | | Individual staff risk assessment completed for staff who have reported medical conditions that could put them or member of their household at risk. | CBL | |
| | | | | | | Test and Trace system in place to reduce the spread of infection | Staff and students notify academy in the event of symptoms or a positive case of covid-19 | | | | Staff and students must notify the academy if they have been contacted by an NHS Advisor, and told to isolate, under the Test and Trace system. | VWE/CBL | |
| | | | | | | | | | | | Headteacher receiving notification from a pupil or staff member will arrange for contact to be made with Public Health England, Sussex Health Protection Team:

In-hours: (Monday – Friday 9.00am – 5.00pm) 0344 225 3861, hold then option 3
Out of hours: 0844 967 0069 Anna Raleigh (Director) | KSL | |
| | | | | | | | | | | | Executive Team/HR Lead will establish which other members of staff/students have been in contact with any person who has tested positive, and alert Public Health England. People who have had direct contact to stay at home for 14 days, even if a test result proves negative. This is because they could still develop the virus within the 14 days. | KSL/SPI/CUR/SBL/ CBL | |
| | | | | | | Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered | Hand washing facilities available and encouraged to use regularly | | | | Guidance issued to staff and students that regular hand washing should occur - particularly at the start of the day and before and after eating. | SLT | |
| | | | | | | | Hand sanitisers around the academy for use | | | | Site Team and Cleaning Team to work together to ensure that there is soap in all available toilets, paper towels are available for drying hands, and that hand sanitising stations are regularly topped up. | GHA | |
| | | | | | | Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach | Bins available in every classroom | | | | Catch it, bin it, kill it' posters to be displayed in all classrooms and communal areas. | SBU | |
| | | | | | | | | | | | Tissues to be available in every classroom. | KCO | |
| | | | | | | | | | | | Bins for tissues to be regularly emptied during the day, and waste kept separate for a minimum of 72 hours before collection. | Ridge Crest | |
| | | | | | | Cleaning frequently touched surfaces often using standard products, such as detergents and bleach | Ridge Crest Cleaning have a daily presence and go around cleaning after students before/after lessons and before/after break and lunch | | | | Contract cleaners to provide more frequent cleaning during the day, and to regularly disinfect objects and surfaces that are touched frequently, such as desks, chairs, door handles, light switches, reception area. | SBU | |
| | | | | | | Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times) | Students are kept to a controlled number of separate classrooms for their year group, with a dedicated desk, and resources where appropriate. | | | | Year groups kept as separate bubbles in chapter areas. Classrooms designated for use within the chapter area, by that year group only. | KSL/SPI/SDA | |
| | | | | | | | | | | | Year groups remain in their own groups (bubbles) and strictly socially distant from other year groups. Students in KS3 will remain in one classroom per day, except for PE, Art/DT Rotation and Maths. Students in KS4 will remain within classrooms in the designated chapter area. Strict timetabling in place which allows movement of teachers, rather than students, to minimise cross-group contact. Staff advised to stay 2m apart from other staff, and from students, wherever possible. Subjects requiring specialist rooms/areas outside of a year group's geographical 'bubble' area may apply, through a process of specific approved risk assessment. planning and extra cleaning where appropriate, to use these rooms/areas, subject to students' movement to these locations being accompanied by the teacher at all times, and when no other students are moving around. | KSL/SPI/SDA | |

| Hazard | Who is affected | Risk/Harm | L | S | Rating | Control measure | Existing controls | L | S | Rating | Further action | By whom |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | Classroom layout to be changed so that all desks are forward facing. Where it is necssary for students to sit at the end of desks for curriculum purposes, they will remain 1m+ apart and this time will be limited. Teacher to remain at front of classroom and at a safe social distance from students. 2M spacing to be taped onto the classroom floor as a visual aid to the teacher of the space that must be kept. | KCO |
| | | | | | | | Students have staggered entry/exit times and dedicated entrances and exits | | | | Access to chapters will be via individual chapter entrances. | KCO |
| | | | | | | | | | | | Timetable of staggered start / break / lunch / finish times to be produced and separate recreational spaces created for outdoor use by individual year group bubbles. | SDA |
| | | | | | | | | | | | All spaces to have natural ventilation by way of open windows and open doors (where this does not impact on the fire detection system). | KCO |
| | | | | | | | Students follow 2m spacing labels on floor to queue for food at lunchtime | | | | Doors to be propped open where possible and safe, to avoid regular touching of door handles. | All staff |
| | | | | | | | | | | | Tutor time to be rolled into P1, with minimal large gatherings and no cross-year-group assemblies. | SPI/CBA |
| | | | | | | | Students sit at an allocated place in the dining hall, distanced from others | | | | Minimal exposure of staff to students by careful timetabling. | SDA/GHA |
| | | | | | | | | | | | Resources not to be shared across students. | All staff |
| | | | | | | Use of PPE to reduce transmission | PPE currently has been ordered and is on-site for use when dealing with a child who shows symptoms of covid-19, including masks, gloves and aprons | | | | Full PPE available for first-aid, to include a fluid-resistant surgical face mask and eye protection in case of the risk of splashing to the eyes from coughing, spitting, or vomiting. | SBU |
| | | | | | | | | | | | Academy has been zoned so that year groups can remain in bubbles and therefore face coverings should not be necessary. Where a specific arrangement has been made between a parent and a chapter for a child to wear a face covering, this should be changed every 4 hours. | Chapter Teams |
| | | | | | | | | | | | Staff encouraged to wear face coverings in communcal areas. | KSL |
| | | | | | | | | | | | Disposable face coverings should be disposed of in a sealed plastic bag and either put in a bin, or taken home for disposal. Wahable face coverings should be put in a sealed plastic bag and taken home for washing before use again in the academy. | KSL |
| | | | | | | Shielding and protection of vulnerable young people or adults | Students and staff who were previously advised to 'shield' due to existing medical conditions should take extra precautions. | | | | Children who were previously advised to 'shield' should make contact with their Chapter to discuss additional safety measures that may be necessary, and for individual risk assessments to be produced, if appropriate. | SPI/VWE |
| | | | | | | | | | | | Staff have been contacted and details of previous 'at-risk' groups has been confidentially kept, in accordance with GDPR regulations. Individual staff risk assessments are in place, where necessary. This staff list will be maintained and updated by the HR Manager, and all data will be held confidentially and under all GDPR regulations. | SBU/CBL |
| | | | | | | Reducing public transport to school | Students encouraged to walk or cycle to school | | | | Parents asked to update Arbor regarding travel arrangements so Academy is aware of which students require the use of public transport. Advice given regarding use of face coverings and social distancing and measures whilst on public transport. | SBU |
| | | | | | | | Mode of transport collated by Data Team | | | | Private coach service to commence Sept20 for 69 students in Year 7 & 8, to dilute the number of students using the public bus. | SBU |
| **Fire** | Students, Staff, Parents, Visitors to the Academy, Contractors | Fire could cause injury or fatality; buildings could be damaged | 5 | 2 | 10 | Fire evacuation policy and procedures in place | Existing fire evacuation policy and procedures well established and tested regularly. Test has been undertaken to ensure this can be carried out following social distancing measures | 4 | 1 | 4 | Fire evacuation procedures to remain in place, with early testing to practice socially distanced movement to muster point. | SBU/KCO |
| | | | | | | | | | | | All staff in the academy to receive fire briefing during INSET training. | GHA |
| **First Aid** | Students, Staff, Parents, Visitors to the Academy, Contractors | Insufficient first aid provision to attend to accidents or injury | 4 | 2 | 8 | First aid policy and procedures in place | Existing first aid policy and procedures in place, including correct number of trained personnel | 3 | 1 | 3 | Management to ensure at least one member of staff has received first aid training and is comfortable delivering this to injured persons, including training of use of PPE if necessary | KSL/VWE |

| Security and M&E | Students, Staff, Parents, Visitors to the Academy, Contractors | Non-working security and M&E systems could result in hazard to people through failure to work correctly (e.g. security gates not allowing enough time to get through, etc.) | 4 | 2 | 8 | Regular servicing and maintenance of all security, health & safety, and site & premises systems | All servicing and maintenance has continued during period of closure | 3 | 1 | 3 | Site Manager to conduct full assessment of site including (1) all main systems are fully functioning; (2) ensuring that M&E systems/BMS allows for switching off of air transmission from one room to the next; (3) ensuring that all security systems - fire, intruder, access control, gates etc. - are in full working order | GHA | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Has a completed copy of the UK Government's poster been posted in the building so that staff, pupils and visitors can see it? | | | | | | UK Govt. poster | Government poster downloaded and printed with personnel details on. Poster to be displayed in reception and other access points. | | | | | | |

| Hazard - What can cause harm | Who might be harmed | How might people be harmed | Risk rating with no controls | | | Control measures | Existing measures | New risk rating after controls (residual) | | | Additional Controls | Action/ Monitored by whom? | Date completed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | C | L | R | | | C | L | RR | | | |
| **Curriculum related health and hygiene practices on-site** | Students, staff | Contracting Covid-19 from potentially risky curriculum practices | 5 | 3 | M | Assessing risks regarding curriculum provision in relation to health and hygiene practices for staff/students | Classrooms set up to allow maximum space between students, and strictly 2m between staff and students where necessary<br><br>IT available in classrooms to reduce reliance on physical resources<br><br>Curriculum forward-planning - Directors and Subject Leads have built as much flexibility into delivery of schemes of work as possible<br><br>Physical resources used by multiple students are either sanitised as appropriate, or left for 72 hours. Any equipment that cannot be treated in this way is prohibited for use. | 4 | | L | Within Year group 'bubble', students to be in class groups of no more than around 30, and allocated classrooms with appropriate space for planned tasks | SDA/SPI | |
| | | | | | | | | | | | Students timetabled to stay in classrooms in their year group bubble 'zones' - teachers to move around to each classroom. | SDA/SPI | |
| | | | | | | | | | | | Geographical spacing: Teacher not to move around classroom or attend student's individual desk. students facing front or distanced appropriately (2m). Teacher to remain 2m from students at all times. Floor to be taped two metres from teacher as a visual reminder. | Class teachers | |
| | | | | | | | | | | | Use of specialist rooms for practical work (or requiring non-mobile equipment) is restricted and subject to appropriate specific risk assessment and measures being in place. Reviewed regularly. | SLT (tt changes by SDA) | |
| | | | | | | | | | | | Practical activities (e.g. Sports/Music/Dance/Science) - delivery to be risk-assessed before implementation, as per activity-specific guidelines, including any adaptations to allow more interaction, such as working outside.<br><br>Demonstrations to replace student practical tasks where allowed under changes to Ofqual examination guidance, and as planned by CLs/SLs. | CHs, through CDS and SLs | |
| | | | | | | | | | | | INSET session delivered to staff in Sept regarding basic teaching protocols in the new 'bubbles' (relating to moving rooms, marking, socially distancing etc) | HSC | |
| **Safeguarding risks related to remote learning** | Students, staff | Reduction in visibility and control of potential safeguarding concerns in the virtual environment | 5 | 2 | M | Evaluating safeguarding practices in relation to online learning | All remote learning delivered through established SRWA channels with appropriate IT safeguards in place<br>Online teaching and learning guidance for staff and protocols for students | 3 | | L | Safeguarding policy Covid-19 addendum including guidance on conducting online lessons | EKI (safeguarding), MMO IT Innovation, teaching staff | |
| **Impact of the pandemic on pupils' learning** | Students, staff | Return to lockdown due to further COVID-19 outbreaks | 5 | 2 | M | Re-implement remote learning for groups affected (year group or class) | Staff now able to plan and deliver their curriculum online | 2 | | L | Continue to incorporate GoogleClassroom into on-site learning plans, and publishing resources alongside classroom learning, to facilitate homework and easy transfer to remote learning if needed.<br>Full contingency plan to be in place by end of September. | CDs/SLs (coordinated by SPI) | |
| | | | 5 | 2 | M | Set up KWA for all Keyworker/vulnerable students in affected groups | Base on existing KWA plans | 2 | | L | Use affected Year group bubble location to set up classroom with IT access | SPI | |

| Category | Affected | Risk | L | I | Rating | Assessment | Existing controls | L | | Rating | Further actions | Owner | Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Students, particularly those with additional barriers to learning/challenges | Students not making expected progress and falling behind their peers | 4 | 4 | M | Assessing and identifying the barriers/impact of the pandemic on pupils | Regular contact home with vulnerable students by allocated pastoral/SEND colleague to monitor progress and engagement | 3 | | L | Regularly review student tracking and Google Analytics to help establish where disengagement occurs | MMO/CDs/SLs | |
| | | | | | | | Prioritising support for emotional, social and physical wellbeing for all students | | | | Government IT scheme applied for and other avenues for providing IT access to targeted students is being explored | CUR/MMO | |
| | | | | | | | Identify students and areas of learning that need addressing | | | | Summer term evaluative assessments being planned to identify student gaps in learning | SDA/exams team | July 2020 |
| | | | | | | | Summer school implemented for KS3 students who have developed significant gaps | | | | Summer school planned for Years 7, 8 and 9 (over two weeks in Aug) | SPI | Aug 2020 |
| | | | | | | | | | | | One-to-one exam catchup/intervention planned for August with Core Subjects at Year 11 and A subjects at Year 13 | SPI/CH/CDs/Year 11/13 teachers | |
| | | | | | | | Catch-Up tuition funding planned to be spent to address gaps | | | | Academic graduate mentor appointed; Maths 1:1 tutor working from home whilst shielding; plans to spend balance on national tutoring programme to commence before December | SPI | Dec 2020 |
| | | Students not being able to gain a full set of qualifications | 4 | 3 | M | | Commitment to entering students for the full set of qualifications, except in extreme circumstances (as per normal policy) - focus on student outcome | 3 | | L | SLT to make decisions on exceptional withdrawing of a student from a subject in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, | CDs/SDA/SPI | |
| **Ongoing curriculum planning in relation to the impact of the pandemic** | Students, particularly those who have struggled to engage successfully with online learning | Gaps in learning may remain resulting in students not achieving expected outcomes | 4 | 3 | M | Evaluating the current and ongoing risks associated with adaptations to curriculum delivery | Curriculum planning is robust and has been developed within the wider framework tool | 3 | sb | L | Evaluation/audit of extent and nature of the existing curriculum 'gap' (in terms of both content and ways of working) | Teachers, SLs/CDs (CHs to monitor) | |
| | | | | | | | Focus has been on consolidating content and skills rather than lots of 'new content' during online learning phase | | | | Identify the deficits having a whole-school curriculum impact and align the AIP to reflect necessary actions | CDs/SLs (CHs to monitor) | |
| | | | | | | | Curriculum planning teams meeting to discuss and share best practice in terms of 'recovery curriculum' | | | | Build in appropriate CPD & planning time | CDs/SLs (SPI to facilitate) | |
| **Alternative Provision** | Students who are accessing educational provision off-site (college placement, managed move, directed of site placement) | Contracting Covid-19 from potentially risky curriculum practices | 5 | 3 | M | Assessing risks related to provision at alternative venues, in regard to health and hygiene practices for staff/students | Students are only placed at another establishment in specific and rare circumstances and only known providers with their own risk assessments and protocols are used | 4 | | L | Establishments are asked for their risk assessments so that we can verify protocols are in place and have been shared with students/parents | MF | |
| | | Students missing education due to being concerned about attending other establishments | | | | | Regular pastoral contact with all students who are educated off site and regular contact with all alternative provision prviders regarding student welfare and progress | | | | Ensure that check-ins with students and parents specifically ask if there are any health and hygiene concerns | Chapter teams | |

| Hazard – What can cause harm | Who might be harmed | How might people be harmed | Risk rating with no controls | | | Control measures | Existing measures | New risk rating after controls (residual) | | | Additional Controls | Action/ Monitored by whom? | Date completed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | C | L | R | | | C | L | R | | | |
| **School Transport** | Students, staff, bus driver | Spread of infection from mixing of people from different households | 5 | 3 | H | Face coverings to be worn on all public transport | Academy communicating regularly with local authority to establish what measures are in place for September for public school bus | 5 | 2 | M | Additional dedicated coach service for Years 7 and 8 from September | SBU | |
| | | | | | | Social distancing of 1m+ on all public transport | | | | | Year groups to sit separately on school bus/coach with at least one row empty between year groups | SBU | |
| | | | | | | | | | | | Seating plan for coach to assist with track and trace | MEN | |
| | | | | | | Car sharing between households not permitted | | | | | Use of hand sanitiser on boarding / alighting vehicle | SBU | |
| **Arrival at / departing from school** | Staff, students and parents | Mixing with other students from different bubbles can increase the risk of infection | 4 | 3 | M | Reduce the number of contacts between students and staff | Staggered start and finish times | 4 | 2 | L | Separate designated chapter entrances for start and end of day, for specific year groups. | GHA/EKI | |
| | | | | | | | | | | | Three entrance gates from Upper Boundstone Lane to be used, to minimise the number of students accessing one entrance point. | GHA | |
| | | | | | | | | | | | Duty rota to ensure the supervision of students at the start and end of day, with no crossing between year group bubbles. | SDA | |
| **Attendance** | Students | Low attendance has a direct correlation with low attainment, affecting the future life chances of the child | 3 | 3 | M | Attendance to become mandatory again from September 2020 | Registers taken daily and non-attendance followed up routinely by Attendance Officer and Chapter Teams. Regular monitoring of attendance statistics on a weekly basis | 3 | 2 | L | Communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year | CUR/PSO/HMC | |
| | | | | | | | | | | | Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic | CH/CL/PSO | |
| | | | | | | | | | | | Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to provide additional support to secure pupils' regular attendance | KSL/SBU | |
| | | | | | | | | | | | Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance | MEN/SST | |
| **School Workforce** | Staff and students | Students' learning can be affected if a full, | 3 | 3 | M | Previous government measures to relax shielding from 1st August, has | Data collated on staff who have a medical condition previously catgeorised as extremely | 3 | 2 | L | Government guidance on shielding and protection of key medically vulnerable groups to continue to be followed. | SBU/CBL | |

| Category | Who | Hazard | L | I | R | Details | Controls | L | I | R | Measures | Resp |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | and consistent, workforce cannot be maintained | | | M | resulted in nearly all staff attending school. As cases begin to increase in the area, some staff are having to take time off to self-isolate. From 5th November 2020, some staff who are classified as extremely clinically vulnerable may be advised to stay home if they can effectively work from home. | clinically vulnerable, clinically vulnerable, or who are pregnant. Individual risk assessments produced. | | | | Individual staff risk assessments will be produced for any member of staff who personally has a medical condition or particular characteristics that could potentially put them at greater risk from infection. The government guidance will be followed at all times, and updated as and when necessary. The current guidance can be found below: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes It will no longer be necessary for individual risk assessments to be completed relating to tghe medical condition or particular characteristics of another member of the same household. | SBU/CBL |
| | | | | | | | | | | | Principal to review individual cases from 5th November, and in line with current guidance, to establish whether key staff may work effectively from home. | KSL |
| | | | | | | | | | | | Staff work-life balance and wellbeing will continue to be considered at all times. Regular communication to staff about the support measures available to them via The Education Support Partnership https://www.educationsupport.org.uk/ ; the Department for Education https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers ; and internal support from the wellbeing team. | KSL/CUR/DBA |
| | | | | | | | | | | | Staff may be asked to work flexibly in temporary situations, as the academy reopens to the wider school community. This will be done in consultation with affected staff and taking into account their workload and wellbeing. | KSL/SBU/CBL |
| | | | | | | | | | | | Supply teachers may still be used to fill any gaps in the teaching workforce but this will be done in a way to minimise too many visitors to the academy on different days, for instance with the engagement of the same supply teacher/s where possible. All supply teachers will first receive an induction on the safer working practices of the academy, and must sign to say that these are understood and will be followed. | SDA/CBL |
| | | | | | | | | | | | Volunteers may be used in exceptional cases where this would ensure continuity of education that would otherwise not be possible through staff absence. Regular use of volunteers will cease during the interim period and will be assessed on a needs basis, as and when. | KSL/SBU/CBL |
| | | | | | | | | | | | Staff will be asked to advise if they are intending to take leave abroad during school holiday weeks, and discouraged from taking leave to a country where quarantine is required afterwards. Specific cases will be reviewed between the employee and the Principal. | KSL |
| Catering | Staff and students | Lunchtimes might provide more freedom for bubbles of year | 3 | 3 | M | It is expected that all school kitchens will open fully from September, and normal legal requirements will | Queue system in place for students, at socially distanced markers. Dedicated seating areas laid out for groups of | 3 | 2 | L | Staggered lunch times, with set times within the lunch break for specific year groups to collect food. | SPI/SDA |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | bubbles of year groups to mix, increasing the chance of spreading the virus | | | | legal requirements will apply about provision of food to those who want it, including those eligible for free school meals. | areas laid out for groups of students. | | | | Students may only visit the canteen once, at an allocated time and must get everything that they want from that one visit. Canteen not open at break for time being. | CBA |
| | | | | | | | | | | | Review of pre-ordering systems for breaktime | SBU |
| | | | | | | | | | | | FSM vouchers to be issued to relevant students when advised to self-isolate by PHE. | SBU/GEM |
| | | | | | | | | | | | Canteen layout to be revised to prevent students from queuing in a narrow space. Seating area layout to be changed so that students are not facing each other and that they remain in their own year group bubbles. | CBA/GHA |
| **Break and Lunch** | Staff and students | Mixing with other students from different bubbles can increase the risk of infection | 3 | 3 | M | Students to remain in specific year group bubbles during break and lunch times | Staggered break and lunch times to minimise whole school movement at the same time | 3 | 2 | L | Duty rota to cover the entire period from the earliest to the latest break and lunch time. | SDA |
| | | | | | | | | | | | Designated areas to be created by chapters for specific year group use. | GHA |
| | | | | | | | | | | | Support to be given during recreational times by Chapter staff. | CH/CL/PSO |
| **Uniform** | Students | Virus can live on fabric | 3 | 2 | L | Students to remain in specific year group bubbles minimising risk of catching anything from anyone else's clothes | Students not facing each other, or touching each other's clothes | 2 | 2 | L | Parents advised to wash uniform regularly and send students in clean uniform, wherever possible. | CUR/EKI |
| | | | | | | | | | | | Where parents are concerned about being able to wash blazers regularly, the requirement to wear a blazer becomes optional for the time being (written into behaviour policy addendum). | CUR/EKI |
| | | | | | | | | | | | Students who have practical PE/Dance on a specific day advised to wear PE/Dance kit all day to avoid changing (written into behaviour policy addendum). | CUR/MF |
| | | | | | | | | | | | Changing rooms not be used in any circumstances. | MF |
| **Educational Visits** | Staff and students | Mixing with other groups from other schools, or other members of the public, could increase the chances of spreading the virus amongst people that cannot easily be traced | 3 | 2 | L | Dometic UK visits only may take place from September | Risk assessments carried out prior to any educational visit | 2 | 2 | L | Extra precaution taken when planning a UK domestic educational visit, including a thorough risk assessment of the venue to ensure they are covid-secure. This will likely require a preliminary visit by the trip leader to meet with the venue management. | ALL |
| | | | | | | | | | | | Careful consideration to be given to as to whether there is any likelihood of mixing with other schools, or member of the public. Risk assessment for educational visit to include details of how the NHS 'test and trace' procedures will be applied. | ALL |
| **Extra-Curricular Activities** | Staff and students | Mixing with other groups from other schools, or other members of the public, could increase the chances of spreading the virus amongst people that cannot easily be traced | 3 | 2 | L | Limit the number of students from outside the year group bubble, or from other schools | Extra curricular activities and clubs ceased in the interim period | 2 | 2 | L | All extra curricular activities and clubs ceased in the interim period. | ALL |
| | | | | | | | | | | | Review to be undertaken every half term with the plan to reintroduce clubs for specific year groups only, at a suitable time. Some clubs may also be able to be run virtually. Any request to restart a club must go through SLT and a risk assessment must be completed. No mixing with students from other schools until restrictions are lifted. | MF/SLT |

| Visitors | Staff, students and visitors | Mixing with people from outside the academy could increase the chances of spreading the virus amongst people that cannot easily be traced | 3 | 2 | L | Limit the number of external visitors to the aademy | Visitors to be by appointment only | 2 | 2 | L | Parental communication to advise that parents may not drop in or drop anything off at the academy without a prior appointment | ALL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | Staff to be advised that visitors must be pre-booked, including checking the availability of the meeting room in reception or on the second floor, and reception notified of the time they are due. | ALL | |
| | | | | | | | | | | | Signs to be used for meeting rooms to show when they are not to be used as need cleaning, or safe to use as has been cleaned. | SBU | |
| | | | | | | | | | | | Visitors notified that they must not attend the academy if they, or anyone in their household, is displaying symptoms of coronavirus. | KSC | |
| | | | | | | | | | | | In the interim period, meeting room in reception to be used for all visitors, and the meeting room cleaned between uses. Larger meetings to be avoided however the upstairs conference room can be booked in exceptional circumstances. | ALL | |
| Community Use (Lettings) | Staff, students and visitors | Mixing with people from outside the academy could increase the chances of spreading the virus amongst people that cannot easily be traced | 3 | 2 | L | Limit the number of external visitors coming inside the aademy | Outside lettings to continue from September. Inside lettings to be reviewed on a case-by-case basis, taking into account hours of use and whether there will be an direct contact with students. | 2 | 2 | L | Separate covid conditions of hire to be produced and sent to all relevat hirers. | SBU | |
| | | | | | | | | | | | Risk assessments to be produced by hirers and checked before any community use is allowed. | SBU | |
| | | | | | | | | | | | QR codes to be printed and hirers asked to use, alongside the NHS test and trace app, for cbecking into the venue. | SBU | |
| | | | | | | | | | | | Community use of the facilities ceased during any period of national lockdown | SBU | |

| Hazard - What can cause harm | Who might be harmed | How might people be harmed | Risk rating with no controls | | | Control measures | Existing measures | New risk rating after controls (residual) | | | Additional Controls | Action/ Monitored by whom? | Date completed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | C | L | R | | | C | L | R | | | |
| Potential enhanced harmful impact of pandemic on the wellbeing of certain students | All students but particularly those with EHCPs, those deemed "vulnerable", those receiving SEN support and those deemed 'vulnerable' | Students may display certain behaviours, anxieties, SEMH issues. Students may become less-engaged with school or become EBSA. | 4 | 4 | H | Individual risk assessments for children with EHCPs, those deemed "vulnerable" and those receiving SEN support Discuss changes in child's wellbeing with parents before their return to school to allow a personalised approach. Revisit assessment tools such as Boxhall profiles, Strengths and Difficulties Questionnaire or with advice from specialist teams (ASCT, LBAT. EPS and others) to help identify pupils health and wellbeing needs which have changed due to experiences both at home or- if they have been in school- with the increase of children returning to school. | Established Pastoral Support Plan and Pupil Passport systems in place which include reasonable adjustments, interventions and support.

Well-established pastoral and SEND team ways of working with agencies such as SENAT, LBAT, Social Communication Team, Early Help, Community Mental Health Service etc. | 4 | 2 | M | Chapters/SEND teams to review these plans in light of changes made to school protocols and individual students needs in current circumstances. | Chapters/SEND | |
| | | | | | | | | | | | Re-prioritise students in need of external support following impacts of pandemic/time away from school. | Chapters/SEND | |
| | | | | | | | | | | | YourSpace Therapies bespoke online course for SRWA ('Rupture and Repair after COVID-19 or a Life Affecting Crisis') to be attended in July by key staff, to build into strategy moving forward and to disseminate to other staff through INSET in order to upskill colleagues. | CUR/SST | |
| | | | | | | | | | | | JCX participating in specialise research project regarding the impact of the lockdown on students with ASC, in order to inform practice | JCX/SST/MEN | |
| Pupils externalising and using anti-social behaviour | Students, staff, visitors | Students could potentially hurt themselves or another by a violent outburst (e.g. hit someone, punch property) | 5 | 3 | M | Updated policies understood and consistently applied. Review and update existing individual behaviour plans in line with how you are going to tailor interventions if needed. Are there proactive measures that can be put in place (timetabling, environmental, social load, academic expectation, sensory arousal)? | Established Pastoral Support Plan and Pupil Passport systems in place which include reasonable adjustments, interventions and support. | 4 | 2 | | Chapters/SEND teams to review these plans in light of changes made to school protocols and individual students needs in current circumstances. | Chapters/SEND | |
| | | | | | | | Well established behaviour policy and behaviour protocols | | | | Addendum to existing behaviour policy written with a focus on amended routines and expectations (e.g. adhering to social distancing) | TSM/SLT | |
| | | | | | | | Established 'on-call' system to support in situations where anti-social behaviour is exhibited | | | | On-call' device to be sanitized after each use or staff to use own device and 'on-call' and SRWA+ processes to be repositioned from September, to align with the year group pastoral structure required to support wider reopening | CUR/MF | |
| | | | | | | | Fixed term exclusions available where behaviour puts students and/or staff at risk of harm | | | | YourSpace Therapies course (pastoral/SEND teams) in July INSET and disseminated to all colleagues (Sept) to share student support techniques including managing emotional responses. | CUR | June 2020 to be reviewed July 2020 |
| | | | | | | | | | | | | CUR/SST | |
| Pupils internalising anxieties | Students | Students could cause harm to themselves, physically or mentally. Students may become less engaged with school. | 3 | 3 | M | Ensure reporting systems are in place so that all staff and parents can share any form of concern quickly. Be alert to any changes in behaviour and smaller signs such as a change in eating or digestive habits, sleep, repetitive behaviours such as hair twiddling or picking of cuticles. | Established Chapter system and safeguarding systems - staff can quickly pass concerns to the most relevant colleagues to follow up on. Chapters/SEND team have been in regular contact with vulnerable students and their parents during this period and this will continue. | 2 | 2 | L | Realign pastoral support resources and practices to a year group model during the return to school phase in order to support the 'bubble' structure | CUR/EKI/MF and Chapter teams | |
| | | | | | | | School Counsellor, Chaplain and ESY Young Carers support have all been ongoing virtually during partial closure | | | | Include awareness of this in Sept INSET for all staff so they can be alert to possible subtle signs of anxiety in students. Use strategies from the YourSpace therapies course to support this input. | CUR/SST | |
| | | | | | | | Student wellbeing shared area established and material updated regularly, including links to external support such as Find it Out Centre | | | | An additional day a week counselling support in budget plus additional day a week ESY Youthworker support. | SST/CUR/SBL | |
| Pupil anxiety about return to school | Students | Students progress at school could decrease due to non-attendance | 3 | 3 | M | Plan transition support support for those returning to school, explain how school will be safe and how the team is ensuring everyone's safety. | Ways of working communicated to students on their return | 2 | 2 | L | Expectations made clear to students in order to support them in knowing what to expect and to feel reassured - behaviour policy addendum support this along with a student presentation put together to explain expectations to students as they return (to be updated prior to wider school return in Sept) | SLT/all | |
| | | | | | | | Check-ins with vulnerable students due to return to school | | | | | | |
| | | | | | | | EBSA tool to identify and support signs of emotionally based school avoidance | | | | | | |
| | | | | | | | Yr6 communication gone out | | | | Clear and staggered student induction programme for September to support students' awareness of expectations as they return to school | SLT/all | |
| Parental anxiety about children allocated a place going back to school | Parents | Students progress at school could decrease due to non-attendance | 3 | 3 | M | Ensure clear transparent communication with parents about how the risks have been managed and how they'll be regularly reviewed | Weekly parental bulletins sharing information are established.

Clear communication to parents of students returning to school | 2 | 2 | L | Targeted parental meetings being arranged by Chapter teams | CHs | |

| Risk | Who | Effect | L | I | R | Control measures | Evidence | L | I | R | Further actions | Owner | Review |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | (orange) | ...students returning to school regarding risk management and protocols | | | | (green) | Behaviour policy addendum shared with parents | CUR | to be reviewed July 2020 |
| | | | | | | | | | | | YourSpace Therapies Boost the Bond - Therapeutic Parenting Course (with a focus on supporting with Covid-19 related issues) shared with both targeted and all parents | CUR | |
| | | | | | | | Ongoing vulnerable family check ins. Yr6 communication gone out | | | | Virtual transition event being organised | MEN | |
| **Bereavement support for staff and pupils** | Students and Staff | Trauma of losing someone close can affect long-term mental health | 4 | 2 | M | Ensure staff are aware of relevant support and of where to direct students/parents eg Winstons wish; ensure that staff supporting children (including DSLs, Pastoral leads, SENCOs and TAs) have additional informal support from SLT and others and that they are personally resilient enough to provide this support to the pupils. Staff to be regularly reminded of support available from Education Support Group; Chaplain and wellbeing team to provide regular check-ins for staff who have suffered a bereavement. Compassionate leave to be given to such staff. | Chapter support for students.<br><br>School Counsellor/Chaplain support for students.<br>Organisations such as Winstons Wish shared via bulletins.<br>Education Support Partnership details shared regularly with staff.<br><br>Chaplain support for colleagues<br><br>Ongoing School Counsellor supervision to support Pastoral staff | 4 | 1 | L | INSET (building on the YourSpace therapies course) - input will be disseminated to staff on how to support students in dealing with loss and trauma<br><br>An additional day a week counselling support in budget plus additional day a week ESY Youthworker support. | CUR/SST | |
| **Staff anxieties or diagnosed conditions preventing returning to school** | Staff and students | Staff anxieties can cause harm to wellbeing.<br>Lack of staff available to teach the students will prevent blended programme of online and on-site learning. | 3 | 2 | L | Maintain open communication with all staff and refer to Occupational Health if necessary. Liaise with HR as usual and plan group ratios to be safe. Communicate safe protocols for the wider reopening of the academy with all staff. | Staff health and concerns questionnaire been carried out and staff RA completed.<br><br>Group ratios been safely established and a careful plan is being put in place for wider reopening in September<br>HR Mgr managing staff processes in relation to being unable to come to work/returning to work | 2 | 1 | L | DB to complete YourSpace Rupture and Repair course to support staff wellbeing - key ideas to be disseminated in Sept INSET<br><br>GL staff wellbeing assessment being redone July 2020<br><br>Model established with aim to support blended learning (on/off site provision) once wider school returns in September (e.g. in the event of a year group needing to self-isolate) | | |
| **Anxieties from staff and pupils escalate rather than reduce** | Staff and students | Increasing anxieties can result in poor attendance from students and/or staff, affecting the delivery of the curriculum and thus the progress of the students | 3 | 2 | L | Ensuring all measures are regularly reviewed to ensure wellbeing of the school community is sustained, alert appropriate bodies of support and guidance proactively rather than reactively. | Regular communications to staff.<br>Staff wellbeing surveys<br>Regular review of protocols and risk assessments<br>Regular check-ins with staff who have shared anxieties or concerns. | 2 | 1 | L | Student survey been undertaken by DHA | DHA | June 2020 |
| | | | | | | | | | | | Regular staff and student voice to be obtained | DB/CBL | |

| Hazard - What can cause harm | Who might be harmed | How might people be harmed | Risk rating with no controls | | | Control measures | Existing measures | New risk rating after controls (residual) | | | Additional Controls | Action/ Monitored by whom? | Date completed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | C | L | R | | | C | L | R | | | |
| **No DSL available to lead school safeguarding provision or lead response to a specific safeguarding situation** | Students, staff | Situations may not be managed appropriately and children may be put as risk of actual or potential harm | 5 | 2 | M | To have DSL cover available at all times. | 2 Deputy DSLs (1 onsite and one offsite during partial closure and all due back on site from September) and additional VP safeguarding lead also onsite during partial closure<br><br>Chapter staff with enhanced safeguarding training in place both onsite and offsite. | 4 | 1 | L | HR Manager to check daily the staff on-site and ensure a DSL is available | CBL | |
| **Non-compliance / not all staff being aware of existing statutory and C-19 safeguarding policies and guidance** | Students, staff, visitors, parents | Exposure to physical risk (of virus) or other risks, for example resulting in breaches of online protocols | 5 | 3 | M | Clear implementation plan shared with all staff and volunteers (where applicable) | Staff briefed on ways of working as they return to work onsite | 4 | 2 | L | Area to be covered again in INSET training, including specific 'post-lockdown' issues | EKI | |
| | | | | | | | Online teaching and learning guidance for staff and protocols for students | | | | Safeguarding policy Covid-19 addendum including guidance on conducting online lessons | EKI, CUR | June 2020 |
| | | | | | | | Disciplinary process for deliberate non-compliance | | | | Regular reminders to staff | EKI, SLT | |
| **Safeguarding risks to all children not attending school, including those the school have previously identified as vulnerable.** | Students, particularly those identified as vulnerable | Potential harm to students where safeguarding concerns are known, or where new cases arise | 5 | 3 | M | Effective safeguarding activity to monitor children remotely, including with partner agencies where applicable. | Vulnerable students identified and monitored from start of lockdown with regular check-ins by allocated staff an close communication with social services/other agencies. 'Door-step visits' where concern level warrants. | 4 | 2 | L | Safeguarding policy Covid-19 addendum including updated guidance | EKI, CUR | June 2020 |
| | | | | | | | | | | | Ways of working meeting with pastoral colleagues in September INSET to confirm amended arrangements and responsibilities in respect of safeguarding and other pastoral issues | EKI, CUR | |