A picture containing drawing, game

Description automatically generated

**Operational risk assessment for Covid-19**

*4 January 2022*

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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: | August 2021  October 2021 following increased local case numbers  November 2021 following changes to national guidance  January 2022 following further changes | Review interval: | Termly, or more regularly if Government guidance changes | Date of next review: |

October half term 2021

January 2022

February 2022

1515t 15th

Related documents

|  |  |
| --- | --- |
| **GWA documents:**  -Safeguarding policy  -Behaviour policy and addendum  -Health and Safety policy  -Covid Operating Procedures | **Government guidance:**  [**https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19**](https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19) ***particularly documents updated 17th August 2021:***  [***https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak***](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak)  ***https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings*** |

**Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to ensure the school continues to operate in a safe way as we re-open under new guidance in September 2021. 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’

**Contingency Planning**

This document is adapted from the fuller risk assessments which were in place from March 2020 to summer 2021. Headings have been retained for completeness and comparability with previous documents, even if actions related to particular headings are no longer needed; this is partly to allow the risk assessment to be easily re-visited should there be a further wave of the pandemic which requires actions from waves 1 to 3 to be re-implemented.

With reference to this guidance <https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings> we will contact Public Health if we have 5 or more cases within close contacts over a 10-day period and seek advice. Consideration would be given to the following strategies, depending on the severity of the outbreak. *NB This list is not exhaustive*.

1. Re-focus on hand sanitisation, ventilation, and cleaning
2. Re-introduction of face coverings
3. Toilet facilities re-bubbled
4. Students re-bubbled at social times when indoors including separated use of the dining area
5. Full re-bubbling except for movement between lessons
6. Groups of students required to isolate to prevent further spread and taught remotely
7. Full re-bubbling including separate areas of the school for separate bubbles, and teachers moving between those areas

Updated Friday 15th October following discussions with local public health due to several cases in school:

Actions 1, 2, 3 above were implemented, along with postponement of assemblies and other large gatherings.

The school will remain in contact with local public health and take any further measures, if agreed.

Update Monday 29th November following changes to national guidance in light of Omicron variant. Actions 1 to 3 remain. Reduction in cases in school meant that assemblies are reintroduced, and, with appropriate restrictions on numbers, parent events can go ahead.

Update 4th January 2022 – actions 1 to 3 above remain, with face coverings being worn in lessons as well in line with new guidance.

## 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** | M | | | * 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. | | | | No longer required | | | | * Two on site Covid tests will be offered to all students prior to the start of term, as per Government guidance * Testing guidance for close contacts will be followed in the case of a positive test in the school community * Consideration will be given to re-introducing a form of ‘bubbling’ (i.e. minimising the number of contacts for each individual) if local infection rates are high or if there is an outbreak within the school * Consideration will be given to re-introducing face coverings if local infection rates are high or if there is an outbreak within the school * This risk is rated as medium due to the unknown likelihood of cases spreading in the school community given the removal of most Covid-related restrictions * **Following increased cases in school elements of the contingency plan on page 3 are now in place** * **Contingency plan elements unchanged in light of new guidance.** * **Cases were extremely high before half term due to false negative PCRs locally. Whilst a problem at that point, immunity within the school is probably now high.** * **Vaccinations took place for eligible students 19/11/21** * **Case numbers stayed much lower in the last few weeks of 2021. Risk remains medium as 2022 term begins, particularly in light of Omicron variant and national and local case numbers.** | | | | | | | M | | | | | | | |
| **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. | | | | No longer required (except ventilation)  Measures reintroduced | | | | * The guidance on ventilation will continue to be followed, with windows expected to be kept open unless it is extremely cold. The jumper added to the permitted school uniform will be retained as an options for colder weather if ventilation continues to be seen as a priority over the winter period. * **Staff have been encouraged to avoid face-to-face contact between students in lessons** * **Colder weather arrangements mean windows open whenever possible, but closed if excessively cold** | | | | | | | **L 🡪 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. | | | | No longer required  Measures reintroduced | | | | * To minimise risks of transmission in staff (and the disruption that causes to learning) staff will be encouraged to continue to maintain distancing in communal staff areas * **Guidance reinforced due to increased cases in school. Risk elevated to Medium** * **Risk reduced to Low again due to low number of cases** | | | | |  | | L 🡪 M 🡪 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. | | | | No longer required | | | | * Thorough hand hygiene will continue to be promoted with sanitiser available in all classrooms | | | | |  | | **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 | | | | * Where staff have to self-isolate arrangements for working from home will be made so that their lessons can continue (GDA) * Despite the small possibility of several staff being off at once due to isolations 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 * **Whilst student cases are high cases among staff remain low. Cover, whilst challenging, is manageable at time of writing. Risk level raised to medium** * **Risk remains medium. Despite just one Covid positive in staff in past 6 weeks overall staff absence remains high, including caring for ill or Covid positive children in the family.** * **As of 4th January there is just one positive Covid case in staff. New isolation rules mean impact of a positive case should be for a shorter period. Risk remains high that number of absences may increase.** | | | | |  | | 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. | | | | No longer required | | | |  | | | | |  | | 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. | | | | No longer required | | | |  | | | |  | | 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 | | | | | * Actions are in place to address the needs of students who have gaps in their learning, including:   + Year 6 summer school 23-27 Aug   + Repeating our work from 2020 regarding appropriateness of the year 7 and year 12 curriculums at the start of term   + Extra teaching groups in year 7 maths   + Increased staffing in our SEND team   + Use of enrichment for ‘catch-up’ * Monitoring of gaps in learning will continue, including from GL Assessments carried out in summer term 2021 * Students required to isolate will continue to be able to access learning from home via Teams * **Absence levels this term have been very high, not all due to Covid, and we continue to set work for absent students but also consider medium term catch-up plans.** * **Plans are being firmed up for tutoring from January** * **Individualised programmes due to start this term, based on progress data from November reports** | | | | | 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. | | | | No longer essential | | | | | * See 1.2 above * Home working arrangements have been in place for some admin staff – to be reviewed September * **Home working (for Covid reasons) has ceased** * **The Office Team have re-introduced a rota for working at home, in line with current guidance** | | | | | 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. | | | | No longer a risk in most situations | | | | | * Trips/visits continue to be considered individually and ensure they follow any guidance in place, particularly regarding travel overseas. | | | | | 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); numbers enrolling following results day are strong. * Communication is clear and timely to parents (KHU/DSM) * New Year 7 students met with their tutor and tutor group remotely in July; more vulnerable students have had further support (KHU/LWI) * Year 7 and 12 will be the first year groups on site in September, with no other students present until later in the day * **Some concerns are emerging about the way some year 12 students have started their courses – action plan is being put in place** * **Plan is having an impact – students performing better** | | |  | | L | | | | |
| **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 | | |  | | 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 | | | | | * All policies are either fit for purpose or now adapted for Covid (and post-Covid) working | | |  | | L | | | | |
| **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 | | | | | * Staff will be brought fully up to speed with this risk assessment and other operating practicalities in September * 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) | |  | | | 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/CRO) * Staff will be encouraged to raise suggestions or concerns regarding our safe operation at any time (GDA) | |  | | | 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) * **Winter voucher scheme in place** | | | | | 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) | | | | | 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 our new cleaning contractors to ensure that cleaners are aware of new cleaning needs both prior to and after opening * **New cleaning contract has not had the best start due to staffing issues. Risk temporarily raised to medium, issues are being addressed with the new contractor** * **Some improvements seen but still a concern** * **We continue to seek improvements to the cleaning team’s performance** | | | | | L 🡪 M | | | | |
| **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 continues to be available in every teaching space and every office space * Students and staff will be encouraged to make hand sanitisation habitual | |  | | | 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 will be reminded at the beginning of term of the importance of hand hygiene * Sanitising when moving to a new location will continue to be an expectation | |  | | | 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 | | | | | * The whole school is being tested on site on 31st Aug and 3rd September * Students and staff will 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. * Guidance related to daily testing and/or PCR testing for close contacts of a positive case will be followed. * **Student tests on site 4th January (TD Day) as per Government instructions. Term to begin as usual on 5th Jan, minimising learning disruption.** | |  | | | 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. | | | | New guidelines in place nationally | | | | | * Heads of House and Pastoral team lead on absence and attendance (KHU) * Risk remains medium that students may not gain a PCR test if they have symptoms but a negative LFT, and that this leads to a spread of infection amongst students * Vaccination means risks to staff are low and that isolation when exposed to a case should no longer be as disruptive as previously * **Current guidelines are being followed but there is concern about the number of LFT positives being returned as PCR negatives. Some parents seeking several re-tests and keeping students off school awaiting results** * **As previously mentioned false negative PCRs caused a surge in cases prior to half term, but these have since dropped off significantly** | |  | | | 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 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 medium that students may not gain a PCR test if they have symptoms but a negative LFT, and that this leads to a spread of infection amongst students | |  | | | M | | | | |
| **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 * First aid qualifications are up to date | |  | | | 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 all year and will be re-instigated prior to opening, including circulation of this risk assessment (GDA/KHU/DSM) | | | | | 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 | | | | | * See above | | | | | 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. | | | | Yes | | | | | * PPE is available for use in any circumstances where it may be needed | | | | | 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 | | | | No longer required | | | | | * The “No Physical Contact” rule will remain in place at the start of term | | | | | 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. | | | | No longer required | | | | | *.*   * **Wearing of face coverings in communal spaces has been reintroduced in line with local guidance** * **Wearing of face coverings in classrooms introduced in line with new national guidance** | | | | | L 🡪 M | | | | |
| **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 longer required | | | | | * Lunch times will continue to be staggered: 12.30 year 7 and 8, 1.00 year 9 and 10 | |  | | | 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. | | | | No longer required | | | | | * If allowed to a toilet during a lesson students staff will ensure students sanitise hands on their return * **Toilet blocks have been re-assigned to particular year groups** | |  | | | L | | | | |
| **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. | | | | No longer required | | | | |  | |  | | | 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 | | | | | * Any guidance in place nationally will be reinforced to students | |  | | | L | | | | |
| **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 | | | | | * Any new shielding guidance will be followed and families supported accordingly | |  | | | 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 | | | | | * Support for relevant staff will continue to be individualised and appropriate protective measures agreed. | |  | | | **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 | | | | | * Mental Health and Wellbeing will be a focus of assemblies and PSHE lessons at the start of term (KHU) * 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 at the start of term based on cases which required support last term | |  | | | 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 | | | | | * We continue to promote and offer support where needed, but with the return to teachers being in their own rooms reducing the pressures involved in moving to different teaching bases, and the national downgrading of Covid restrictions, we rate the overall risk here as Low | |  | | | L | | | | |
| **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 | | | | | * Working from home will be unusual, limited to staff isolating and to any of the admin team where home working is agreed to continue. | | | | | 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 | | | | | * High vaccination rates and low national death rates reduce this risk to low | | | | | L | | | | |
| **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 | | | | | * Emergency evacuation practices will take place at the start of term | | | | | | | 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. | | | | No longer an issue | | | | |  | | | | |  | 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. | | | | No longer an issue | | | | |  | | | | |  | 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). | | | | No longer an issue | | | |  | | | |  | | | 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 | | | | * 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 | | | | * Governors will review this risk assessment and further documentation | | | | | | | L | | | |