

RISK ASSESSMENT for full opening Sept. 2020



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|---------------------------------------|--|-------------|---|--------------------|---------|
| Subject of Assessment | Full opening of the Academy to all pupils in September 2020 with the Covid-19 Pandemic still active | | | | |
| Assessed by | AFA/TPR/SLT | Date | 24/08/2020 | Review date | Ongoing |
| Details of workplace/ activity | Pupils and employees taking part in school activities within the school premises, including general classroom activities, dining, break times, playgrounds, pickup and drop off, first aid and external visitors to the Academy following the 2020 lock down | | Persons Affected <i>(Who may be harmed)</i> | | |
| | | | Pupils, Employees, Parents, Guardians, Contractors and Visitors | | |

| Hazards and Risks | | Existing Control Measures | Risk Level (Very High, High, Medium, Low) | Further Actions (If YES outline below) |
|-------------------|--|--|--|---|
| 1. | Poor communications undermine safety measures; school community not aware of guidelines; pupils/parents/staff breach guidance; staff not implementing all necessary guidance | <ul style="list-style-type: none"> Share government guidance for parents with parents emphasising the system of controls on prevention and response to any infection (linked via email and on website) Emphasise that pupils or staff with coronavirus symptoms/tested positive in last 10 days do not come into the Academy Require all pupils and staff to follow all government guidance Share government guidance with staff Staff working on site to be sent specific guidance relating to them from this risk assessment Parents sent appropriate Government guidance and Academy documentation (e.g. COVID-19 Addendum to Behaviour Policy; Risk Assessment) to reassure, inform and protect their children Pupils sent COVID-19 Addendum to Behaviour Policy to be signed on returning to school and receive induction and on-going reminders from staff Staff INSET training session before pupils return covering all arrangements (changes to structure of day, timetabling, supervision etc) and their role in implementing these Written staff guidance – including this risk assessment and opening planning – to be distributed ahead of opening | Low | |

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|-------------------|---|---|--|---|
| | | <ul style="list-style-type: none"> Regular discussion at SLT meetings and staff briefings SLT to monitor arrangements and implementation Parent contact information to be updated / checked in first week of term. IAB | | |
| 2. | Travel to and from school (pupils and staff) leading to risk of COVID-19 transmission | <ul style="list-style-type: none"> Share travel safety information with pupils, parents and staff – following government and TfL guidance: bus arrangements; wearing face-masks on public transport etc Pupils and staff encouraged to wear face masks on way to school and to bring them to school Pupils and staff encouraged to walk or cycle where possible Parents discouraged from leaving car if dropping off or collecting, and asked to park far away from rear gate Staff on duty monitor social distancing on arrival at/departure from school: banner on main/rear gates Use both school gates for different year-groups and staggered arrival time; pupils, parents and staff informed Pupils and staff to wash hands with soap and water or hand sanitisers on arrival and before departure Signage at school entrance on removal and safe disposal of face masks (if these have been used on public transport) - Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands or sanitise immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag to be taken home with them, and then wash their hands again before going to their classroom | Low | |
| 3. | Poor personal hygiene leading to risk of COVID-19 transmission | <ul style="list-style-type: none"> Share personal hygiene information with pupils, staff and parents (email/posters/banners) Instruct pupils to wash/sanitise hands regularly, and upon arrival at school, before and after break, when changing rooms and before and after lunch Encourage proper 20-second handwashing/sanitising Give frequent reminders about not touching eyes, mouth and nose Promote respiratory hygiene: “catch it, bin it, kill it” Wipes available in all classrooms – pupils to clean area when leaving room Dispose of tissues in rubbish bins, not recycling bins | Low | |

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| | | <ul style="list-style-type: none"> Hand sanitisers at sanitiser stations on each floor and key communal areas; staff to monitor safe and correct usage | | |
| 4. | Mixing of pupils with other pupils, outside of year group bubbles, and with staff leading to risk of COVID-19 transmission | <ul style="list-style-type: none"> Use the 'bubble' approach to social distancing for all years, with secondary school adaptations owing to the needs of the curriculum Use of different entrances by different year-groups of pupils on staggered basis (3rd and 4th Forms use Horsford Road back gate; 1st, 2nd, 5th Forms use front gate; Sixth Form via Reception) Signs/banners/floor stickers and tape encourage social distancing around school Visually prominent sanitiser stations Bike rack spaces for more cycling to school Transitory passing in corridors and stairs considered low risk and one-way system in operation where necessary (entry/exit to dining hall). Markings to keep pupils to the left Pupils encouraged to wear masks in corridors and public/social spaces (these are to be disposed of or stowed in sealable bags) prior to sanitising hands Timetable and rooming schedule constructed to minimise transit around the site and preserve the year-group bubble where practical. Each year group bubble kept to one half of one floor for most lessons. Ensure ventilation in rooms by keeping doors and windows open Desks arranged in rows for maximum space between pupils and 2m spacing to staff desk/interactive whiteboard. Pupils to remain within their year-group bubble consistently – with consistent teaching groups maintained in 1st to 5th Form Maths, Science and English, and different parts of the site used for specific year-group teaching Staff to maintain social distance at front of room – rooms marked with distancing tape Staff provided with PPE (visor) should they need to approach pupils closer than 2m and wish to wear one. Wearing of a face covering or face mask in accordance with government guidance. If dealing with a symptomatic child, trained Welfare officer wears PPE and follows specific guidance Screen used in Reception Bubbles keep to specified and signed areas of site/playground at break/lunch time as far as possible | Low | Yes |

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| | | <ul style="list-style-type: none"> • Pupils clearly briefed about expectations and rules; duty staff at specified locations to supervise pupil movement, ensuring social distancing is maintained during break/lunchtime • Staggered breaktime and lunchtime to reduce mixing of year-group bubbles • Corridor signage to avoid congestion and encourage safe transit • Use of floor tape/signage for keep left, direction of travel and the need for social distancing • Assemblies and other larger gatherings restricted to one year-group bubble only with space between pupils, in suitable venue; assemblies also delivered online to pupils in classrooms • Limit number of children in toilets at any one time. Signage indicates maximum number • Different groups have allocated toilets but may be shared with another group bubble • Toilets cleaned regularly during day • Regular cleaning of rooms/areas that are used by different groups (dining hall after break and between lunch sittings; assembly hall after assemblies) • Regular cleaning of frequently touched surfaces (door handles, banisters) • Enrichment/co-curricular provision should maintain bubbles, and adopt relevant guidance from DfE or sport governing bodies | | |
| 5. | Subject/activity leads to increased risk of COVID-19 transmission | <ul style="list-style-type: none"> • Music: Lessons or activities involving playing wind or brass instruments, singing should only take place in appropriate space – possibly even outside. Groups limited to no more than 15. Pupils do not face each other. Avoid sharing of instruments and ensure good ventilation and ensure physical distancing. Current guidance prohibits singing, wind and brass playing in larger groups including assemblies. • Drama: shouting must be avoided; pupils maintain social distance as far as possible. Staff should social distance from pupils at all times. Rehearsals should follow the established bubbles where possible, or else use small, consistent groups where this is not possible. • PE: Pupils should be kept in consistent groups; PE equipment cleaned between use by different groups; avoid contact games. Outdoor PE should be prioritised where possible, and large Sports Hall used where it is not. Sport governing | Low | |

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| | | <p>bodies advice should be followed. No fixtures with other schools planned for the beginning of term</p> <ul style="list-style-type: none"> Other practical subjects (Sciences, F&N, Art): appropriate cleaning of equipment before use by pupils in different bubbles. No shared aprons for Art, F&N or lab coats for science; Science goggles cleaned before and after use | | |
| 6. | Inadequate toilet protocols lead to risk of COVID-19 transmission | <ul style="list-style-type: none"> Limited numbers of pupils using toilets at any time (enforced by signage on the wall at the entrance- No more than 5 in toilet area) Signage and posters with key hygiene messages Toilets to be regularly cleaned through the day | Low | |
| 7. | Sharing of resources leads to risk of COVID-19 transmission | <ul style="list-style-type: none"> Reduce unnecessary sharing of door handles by having doors kept open where possible Pupils to have own learning resources and avoid any sharing of equipment/stationery (See issue in Art, F&N, DT) Pupils advised to limit the amount of equipment they bring into school each day, to essentials such as: coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided Pupils clean materials used in their classroom before leaving room – and sanitise hands before and after doing so Classroom-based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces Resources that are shared between classes or bubbles, such as PE, art, music and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Each classroom to have a ‘hygiene pack’ of basic PPE and cleaning materials. Teachers and admin staff, with support from premises staff, will check and replenish these Teachers to clean hands and surfaces, before and after pupil sessions | Low | |
| 8 | Inadequate cleaning regime leads to risk of COVID-19 transmission during the day or to cleaners | <ul style="list-style-type: none"> Cleaners trained by cleaning company to follow government COVID cleaning advice Specify and implement an enhanced cleaning schedule | Low | |

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| | | <ul style="list-style-type: none"> • Appropriate PPE for cleaners, e.g. gloves and safe cleaning, disposal and removal methods for these • Additional cleaning of touch points through the day, e.g. door handles/touch plates, banisters, touch screens/keyboards • Bins for tissues to be emptied through the day • Site team to ensure sufficient orders and supplies of hygiene materials | | |
| 9 | Safety around food and drink. Pupils/staff susceptible due to greater transmission risk | <ul style="list-style-type: none"> • Caterers to comply with DfE “guidance for food businesses on coronavirus (COVID-19)” • Communication with parents, pupils and staff on arrangements beforehand • Pupils sit in bubbles; regular cleaning between groups with timetable facilitating staggered starts by year bubble • Pupils to wash/clean hands prior to eating • Pupils informed about waste protocol • Staff supervise area where groups take staggered lunch break to ensure pupils stay in bubbles | Low | Yes |
| 10 | Visitors exposed to COVID-19 or transmit COVID-19 | <ul style="list-style-type: none"> • Minimise visitors where possible. Check whether absolutely essential (e.g. parent meetings of a serious pastoral, safeguarding or disciplinary nature), or whether they can be postponed or conducted remotely • Visitors to the Academy should be pre-booked. Guidelines on fitness to be present displayed on main entrance door/communicated in advance • All visitors to receive, sign and give in at Reception a declaration form of fitness to be present • Meeting venues and arrangements to allow for social distancing. Meetings to take place either outside or in a suitably sized room depending on the number of attendees, with adequate ventilation (e.g. Conference Room/meeting room) | Low | |
| 11 | Contractors exposed to COVID-19 or transmit COVID-19 | <ul style="list-style-type: none"> • Contractors and deliveries to social distance and ensure contractors are aware of responsibilities (briefing contractors on arrival re. hygiene and social distancing) | Low | |
| 12 | COVID-19 transmission in staff areas where social distancing and resource-sharing protocols are not followed | <ul style="list-style-type: none"> • Staff to maintain social distance in staff room/staff workrooms and follow numbers restriction. Promote through posters and appropriately spaced furniture and direction in inset briefing • All work rooms assessed for capacity, with posters on the door indicating this • Social distancing to be maintained in shared offices. Promote through communication with CLs, line managers and staff, posters and appropriately | Low | |

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| | | spaced furniture. Use of screens where necessary in key public spaces (e.g. Reception, Library, kitchen servery) <ul style="list-style-type: none"> • Staff only to go to rooms as work demands, and to use dedicated space for work | | |
| 13 | COVID-19 transmission between staff and pupils at areas such as Reception, offices | <ul style="list-style-type: none"> • Screen at Reception and floor marking to encourage social distancing • Signage to indicate to pupils areas/offices that are out of bounds to them • Offices to be rearranged to allow for social distancing • Pupils encouraged to wear masks in corridors and public/social spaces | Low | |
| 14 | Adapted lessons introduce new risks relating to transmission | <ul style="list-style-type: none"> • Identify new risks while making lesson plans and create new risk assessments for lessons | Low | |
| 15 | Educational visits increase the risk of COVID-19 transmission to pupils and staff | <ul style="list-style-type: none"> • Follow DfE guidance (currently this prohibits domestic overnight and overseas educational visits) • Non-overnight domestic educational visits should be in line with pupil bubbles and the COVID-19-secure measures in place at the destination (which should be checked in advance of the visit). • As normal, undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely including control measures and in line with current government guidance on visiting indoor and outdoor venues | Low | |
| 16 | Inadequate first-aid provision enables COVID-19 transmission and non-identification of COVID-19 symptoms | <ul style="list-style-type: none"> • Clear statement of public health advice and systems of control as required in the DfE guidance, explaining the stay-at-home rules and the hygiene regime plus test-and-trace engagement • Welfare Officer to be present in school • COVID-19 First Aid policy to be followed and explained to staff • Pupils, parents and staff able to refer to Welfare Officer for advice • Welfare Officer to be aware of appropriate protocols for treating suspected COVID-19 symptoms and aware of appropriate reporting channels • Welfare Officer to be aware of pupils with pre-existing medical conditions • Welfare Officer to have lists of all pupils on site each day • HR/Welfare Officer to direct staff and pupil testing if they are unwell or show COVID-19 symptoms prior to return to school/ quarantine to protect their group • Appropriate PPE equipment available to nurse for treating suspected COVID-19 symptoms, including disposable gloves, aprons, and surgical masks. There is also a supply of N95 masks and visors for use in acute cases of suspected COVID-19. | Low | |

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| | | <ul style="list-style-type: none"> Nurse to wear PPE in case of need for any intimate care A room designated as an isolation room to reduce transmission, away from Welfare Officer's room. Window kept open for ventilation. Isolated pupils use separate toilet which is cleaned and disinfected using standard cleaning products before being used by anyone else – Meeting room next to reception Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection onto other people PPE supplies checked and replenished by Site team VP/Welfare Officer to update when necessary and share with staff the COVID-19 first aid policy | | |
| 17 | Spillages of bodily fluids facilitate COVID-19 transmission | <ul style="list-style-type: none"> Cleaning to follow government guidance and the COVID-19 first aid policy Children and staff in group to move to spare isolation classroom Toilet available only for symptomatic children to use while awaiting collection | Low | |
| 18 | Suspected/confirmed case of COVID-19 on site causes transmission risk to pupils/staff. | <ul style="list-style-type: none"> Welfare Officer has written procedure on what to do in the COVID-19 first aid policy Staff to be aware of policy via training and the Hub Display posters around Academy Welfare Officer/School Nurse to brief staff (or SLT member to include School Nurse instructions) COVID-19 first-aid policy to be sent to parents Follow DfE guidance on engaging with the NHS Test and Trace process, managing confirmed cases of coronavirus (COVID-19) among the school community and containing any outbreak by following local health protection team advice | Low | |
| 19 | Contact from COVID-19 carriers leads to COVID-19 transmission | <ul style="list-style-type: none"> Those known to have COVID-19 symptoms or have someone in their household who does, should not attend and follow stay at home guidance Communications with parents to remind them of this protocol | Low | |
| 20 | Normally robust safeguarding culture diluted or not followed | <ul style="list-style-type: none"> A DSL or DDSL will be on site each day and accessible to all Parents and staff to be reminded of the above On-site staff to be aware of possible anxiety experienced by returning children | Low | |

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| | | <ul style="list-style-type: none"> Normal onsite registration and absence reporting procedures to be followed and any unexplained absence to be followed up promptly | | |
| 21 | Fear/anxiety over attending school leads to attendance issues | <ul style="list-style-type: none"> Parents/guardians reminded of their duty to ensure that their child attends school every day Follow DfE guidance to record attendance and follow up absence 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 Work closely with other professionals including the Wellbeing Team, and LA as appropriate, to support attendance and the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance Support through remote provision those pupils who are unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) Remind parents that all other pupils must attend school. If parents of pupils with significant risk factors are concerned, provide additional reassurance of the measures in place to reduce the risk in school. Explain that pupils of compulsory school-age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc) Investigate automated reminders via MIS system for persistent absence | Low | |
| 22 | Pastoral, behavioural and safeguarding issues become apparent when pupils return to school | <ul style="list-style-type: none"> Safeguarding policy revised in line with new KCSIE guidance (Sept 2020) and the coronavirus (COVID-19): safeguarding in schools, colleges and other providers' guidance Pastoral staff will judge whether pupils exhibit a normal response to an abnormal situation and aware that some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school | Low | |

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| | | <ul style="list-style-type: none"> VP (ZCH) to share with pastoral staff the learning from DfE training module teaching about mental wellbeing Wellbeing team to advise on providing support for resilience, mental health and wellbeing, including anxiety, bereavement and sleep issues; support for pupils with additional and complex health needs; supporting vulnerable children and keeping children safe Pupils reminded of behaviour expectations at the start of term and code of conduct adjusted to incorporate restrictions on movement within school and new hygiene rules (ZCH) SEND pupils to be monitored by SENDCO (FSY) to check they have full educational and care support Designated Safeguarding Lead/VP (ZCH) to liaise with Wellbeing Team to provide support to pupils regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies Continued good communication with Wellbeing Team to support pupil wellbeing; regular (fortnightly) safeguarding meetings and weekly briefing of Principal by DSL/VP (ZCH) | | |
| 23 | Fear/anxiety caused by return to school causing negative mental health effects (pupils; parents; staff) | <ul style="list-style-type: none"> In planning and communications, base information on most recent government guidance Identify any specific concerns that pupils, parents and/or staff may have, and address these concerns where possible Make reasonable adjustments where possible to alleviate concerns on a case-by-case basis, taking into account information about clinically vulnerable groups, including members of staff from the BAME community, those in certain age groups and those with underlying medical conditions | Low | |
| 24 | Adapting to new routines, timetables, school environment and social distancing causes anxiety, stress and mental health issues (pupils/staff) | <ul style="list-style-type: none"> Wellbeing Team to provide further CPD on COVID-19-related mental health issues Adapted behaviour policy and high expectations apply and reinforce specific COVID-19-secure measures especially distancing and hygiene Pupils to have briefing and tutors to reinforce expectations Share re-integration activities with form tutors Principal works closely with HR in monitoring staff morale, and updating CEO Staff briefings to include passing on any work-related concerns | Low | |

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| 25 | Complaint arising from pupils failing to adhere to social distancing measures | <ul style="list-style-type: none"> Measures and expectations explained in initial communications with parents (AFA) Measures and expectations explained to pupils in briefing and to staff in INSET Consistent staff supervision of pupils (JMC) Immediate communication with parents about unsafe pupil behaviour (ZCH) Photographic evidence of measures taken to promote social distancing to be kept (SLT) | Low | |
| 26 | Insufficient or inadequate pastoral provision for pupils during times of remote provision | <ul style="list-style-type: none"> Form tutors, HoYs and HoKS aware of pastoral needs of pupils Use established 'lock-down' arrangements for contacting pupils/families (ZCH) Teachers are all familiar with their pupils and aware of needs HoYs, HoKS present to support or manage pastoral provision, as needed Pastoral provision to be overseen by VP (ZCH) as per normal arrangements | Low | |
| 27 | SEND pupils' needs | <ul style="list-style-type: none"> SENDCO (FSY) to lead on supporting pupils on SLD register on their return to school | Low | |
| 28 | Inadequate pre-opening checks mean that buildings and resources are not ready at opening | <ul style="list-style-type: none"> Water tested for temperature, flow and legionella checks Fire alarm panel, system and extinguishers in date and serviced Review of waste removal procedures Kitchen equipment deep cleaned Pest control services recorded Heating system checked Gas supply, venting and valves checked Air management system checked and reviewed Electrical tests up-to-date including emergency lighting and PAT Security including access control and intruder alarm systems checked | Low | |
| 29 | Absence of key staff due to COVID-19 or other illnesses | <ul style="list-style-type: none"> All staff to report any symptoms Staff to utilise testing service where appropriate (BPT) Appropriate staffing levels planned and able to maintain provision with some staff absence Welfare cover if Welfare Officer becomes unwell HR to check any issues with support staff availability (BPT) Staff to work remotely if necessary following school policy | Low | |
| 30 | Not maintaining the quality of educational and pastoral provision | <ul style="list-style-type: none"> In case of further lockdown, follow "Standard Operating Procedures and Roles and Responsibilities for COVID19 Case/Outbreak Management in Schools" | Low | |

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| | | <ul style="list-style-type: none"> In case of further lockdown, lessons to be delivered live online – with guidance from AP T&L (IFB) at the start of term Staff have necessary IT equipment and guidance. Robust IT provision including Microsoft Teams and Google Classroom Staff reminded by VP of cover arrangements in start of term INSET | | |
| 31 | Insufficient executive oversight and management of planning reopening | <ul style="list-style-type: none"> Re-opening group convened (Principal/Site Manager/VPs) RA measures and opening planning further examined by SLT Staff CPD meeting and prior communication for staff scheduled before start of term | Low | |
| 32 | Board of Trustees not having sufficient over-sight of executive decision-making and arrangements to confirm opening and review | <ul style="list-style-type: none"> Trustees to receive and approve outline of full opening planning and risk assessments before full opening (AFA) Board of Trustees, Education Committee and F&A Committee to receive ongoing reviews of implementation of COVID-19 secure measures (Health & Safety Committee) All RA mitigating measures to be photographed and recorded as evidence | Low | |
| 33 | Inefficient fire evacuation | <ul style="list-style-type: none"> Review fire risk with regard to bubbling Staff to be briefed on evacuation procedures Brief children on this procedure on first day back (ZCH) Review staffing and fire knowledge on-site (adequate presence of fire wardens) (TPR) Refresh training as necessary and ensure all staff on site are aware of their responsibilities (TPR) Register of pupils and staff onsite to be retained by admin staff Practise evacuation drill and follow usual evacuation procedure in case of fire alarm sounding | Low | |
| 34 | Lack of appropriate insurance | <ul style="list-style-type: none"> Share risk assessment with LA/FA/ESFA insurance scheme | Low | |
| 35 | Poor control of reopening costs leading to financial risk | <ul style="list-style-type: none"> Expenditure on equipment and materials to be within H&S budget limits, and may not vary without Principal's approval Additional purchasing to be assessed in line with the needs and priorities outlined in this Risk Assessment | Low | |
| 36 | Shortage of onsite staff to enable re-opening of site and onsite educational provision | <ul style="list-style-type: none"> HR to monitor staff absence on a daily basis. (BPT) Contingency timetable available in case of severe staff shortage, or some year groups to work remotely, or transfer to full remote working (SGR) | Low | |

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| 37 | Lack of awareness of local and national risk levels, guidance and advice leads to complacency or inadequate planning and protocols | <ul style="list-style-type: none"> Principal/VP (Pastoral)/Welfare Officer to monitor medical communication about R number Principal/Site Manager to distribute government guidance as well as that from other educational bodies SLT to read guidance and circulate as necessary | Low | |
| 38 | Risk of transmission of COVID-19 by pupils not following behaviour policies | <ul style="list-style-type: none"> New COVID-19 Addendum to Behaviour Policy covering stronger measures | Low | |
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| ACTION PLAN (Additional Control Measures Required/Recommended Actions for future visits based on this visit) | |
|--|--|
| Hazards and Risks | <i>Recommended Actions</i> |
| 4 | Install more signage for back gate and around the building Investigate screens for Library desk and food serving hatch in Dining Hall |
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Please note:
Following assessment if no further actions are assessed to be required please mark an X in the “Further Actions” box. If however additional controls or actions are assessed to be required please place a V in the box and note the action in the action plan.

Any further actions identified should be completed before the assessed task is carried out.

| Risk assessment approved by: | | | |
|---------------------------------------|------|-----------|------|
| Senior Leadership Team representative | Date | Principal | Date |
| | | | |

This Risk Assessment is based on the following guidance:

1. *Guidance for full school opening: schools (updated 7 August)*

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

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

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

3. *COVID-19: guidance for households with possible coronavirus infection*

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

4. *Coronavirus (COVID-19): safer travel guidance for passengers*

<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>

5. *Managing school premises during the coronavirus (COVID-19) outbreak*

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

6. *Supporting children and young people with SEND as schools and colleges prepare for wider opening*

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

7. *Lambeth Schools Partnership: School opening guidance (revised 7th and 24th August)*

Other useful websites/documents:

8. Office for National Statistics: <http://ons.gov.uk>

9. DfE: Overview of scientific advice and information on coronavirus (COVID-19)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/885631/Overview_of_scientific_advice_and_information_on_coronavirus_COVID19.pdf