Re-opening Risk Assessment: Covid-19 September 2020

School Name	Kettlethorpe High School	Completed by	HT and Senior Staff
Discussed with staff	Consultation	Discussed and ratified by governors (date)	17 July 2020

Intent: to ensure that school can operate to meet increased pupil numbers and a return to normal working in a safe manner. The current Covid-19 pandemic and the impact on the school and wider community is considerable. As such, the whole school community has a responsibility to work collectively to ensure that what we do is safe for all. At the core of the current and revised working protocols is the requirement to adopt and use, without exception, protocols and routines that foster and support safe working to prevent cross contamination and to stop infection from spreading.

This risk assessment considers and takes into account a number of risk assessments that are already well-established and operational. These assessments add to the level of detail and support that is currently being used within school to respond to government guidance as issued by the Department for Education (DfE). This is being regularly updated and the school will consider, respond and adapt this risk assessment accordingly as we go forward.

The Wakefield Local Authority guidance template has been used to detail school-based considerations and actions. In relation to this document, detailed levels of risk have not been graded. However, all risks have been considered and reviewed against both, the generic and specific working protocols that are in place across the school.

It is paramount that colleagues in school who identify or consider that a risk exists inform and advise senior leaders and the site-manager at the earliest opportunity.

Actions to support the risk assessment are detailed to key staff and agencies who are required to undertake specific work duties that are detailed within service level agreements (SLAs) and communicated action lists/protocols.

Senior staff will consider whole school risks and current Covid-19 context on a weekly basis at their SLT meetings and/or as required. For example, to take account of an emergency situation or development, both within and outside of school.

School leaders, including the governing body, need to take account of responsibilities and related duties, as employers, to ensure the safe working operation of the school so that staff, pupils and visiting adults are protected from unnecessary risks/infection.

Senior staff, subject team leaders and the site-manager will continue to 'benchmark' the quality of whole school safety systems and working protocols using a number of third-party reviewers/scrutineers. For example, ENGIE and local authority site compliance, RIDDOR and CLEAPS.

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Children and parents		
With the re-opening of the full school agree required staffing resource and approach and liaise with your local authority on your plans.	Capacity to deal with increased demand from families for their children to be in school.	Cross-reference against DfE guidance on full school re-opening in September 2020. Map and plan staffing need at all levels to support demand and allow flexible/reactive actions. Continue to inform and discuss concerns/plans and areas for the school with LA link: Rachel Redfearn, RRedfearn@wakefield.gov.uk
School fully operational from September with the potential to have 1600 pupils on site.	Spaced to teach and safely accommodate increased numbers. Ability to communicate home as required to return/exit pupils who are not expected to be in school. Working knowledge of pupils regarded as being at risk/safeguarded.	Follow attendance protocols to establish position and context. Up to date contact details and close monitoring by attendance teams.
Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).	Not all families getting update information and increasingly becoming disengaged from school. Pupils not following required behaviours in relation to site entry/exit/movement around school/hand washing and social distancing. Pupil drop off and collections from school being hazardous. Pupils congregating and not following social distancing actions on buses and in local community.	Regular update newsletter to all families from headteacher. Advice and guidance sheet for pupils and their return into school. Supported by newsletter update to families. Info%20for%20pupils%20Sept%202020%... Attendance-Policy.pdf
Resume taking attendance registers in line with full re-opening from September 2020.	Increased number of pupils arriving at school at the same time. Pupil behaviour impacts on teaching and learning of pupils in school.	All staff to take attendance in line with normal procedure and reconciled by attendance team.
What if a pupil who was expected to attend does not arrive as expected.	Pupil well-being and safety considered.	Teacher/adult conversation and review of context/safeguarding need. Contact home to family at earliest opportunity. Keep or return to home as agreed with family.

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered pupils) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.	Increased worry and related anxiety of pupils who are supported by Diamonds, outside agencies and the SEND team. Ensuring that all teachers/adults are of any changes in SEND status for pupils and/or support offer and related expectations. Reduced support offer from agencies contracted to work with the school under SLA arrangements. Variable working protocols and differing levels of expectation from all the local authorities the school, is currently working with.	Individual pupil reviews and planned/staged return into school as required, Close communication with family by school based key contact. Share and publish, privately, all update information and pupil profiles as currently done. SEND lead to maintain lines of communication with LA designated leads and ensure best value/impact for all SLA support packages in place. Additional resource as required. SEND lead to maintain communication with parents and staff to ensure returning SEND pupils have support needed.
Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as all children return to school. Check for revised protocols from your local authority and update safeguarding policy if necessary.	Increased referrals and requests for support from pupils and families. More disclosure than when in normal school session.	Continued update training for all staff to increase working knowledge and understanding as well as indication signs for pupils who are at risk and do not self-disclose. Daily/weekly review meetings by pupil support teams led by KS coordinators. Overseen by SLT leads. Safeguarding_polic y.pdf
Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, pupils and parents and review uniform expectations.	On a full return to school, a small number of pupils may struggle to return to and adapt to BfL expectations as now. Pupils, who are well behind, may become frustrated with their learning position compared with other pupils and disrupt.	Publish and share new BfL expectations and related conduct consequences. This includes uniform and equipment. Discuss and revisit with pupils, groups and individuals. Support and communicate with families via the school website and with newsletter updates. BfL Lead to ensure BfL staff are timetabled to give good coverage and support needed for full pupil return in September 2020. BfL Policy20-21 Final (1).pdf

Work with your catering supplier to ensure meals are available for all children in school.	Full return of pupils in September 2020 and potential impact: cleaning/supervision and social gathering on school site.	Regular update and planning meetings with Julie Baldwin Kitchen manager and also SLA provider led by SLT/Site Manager. Allocated lunch areas for each Year group.
Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.	Mixing of Year Group bubbles and potential cross contamination. Equipment used but not be used across Year Groups.	Breakfast club will re-open in September with 'permeable' bubble. Maintain social distancing (2 metre rule) where possible. After school clubs must not mix Year Group bubbles and no contact sport offered at this time – to be reviewed during autumn term.

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Staff (teachers, support staff and non-teaching staff)		
Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.	Ensuring all staff are up to date and review regular updates and important information. Enabling Team Leaders to have delegated leadership capacity to advise and inform teaching teams individually as working context is not always similar.	Weekly briefing and update information from HT and SLT using Microsoft Teams. Sharing of plans and working intent at the earliest opportunity. Reduce the need for duplicate actions and messaging to ease clarity of expectation and collegiate understanding. Key expectations for staff and pupils to be delivered on inset day on 07/09/2020. Expectations on socially distanced cl
Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).	Insufficient teaching/adult capacity to deliver planned learning/activities that support safe working. For example, pupil group sizes/specialist subject teachers.	HR Manager to audit, monitor and advise SLT on establishment capacity. All staff to follow flow chart for education settings if displaying symptoms.

Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home.	Reduction in provision to support subject face-to-face activity with pupils. On-going support and advice to ensure colleague are best supported. Need to address and ensure equitable and shared working activity to reduce burden and pressure on staff in school at any given point.	HR audit and mapping activity. Communication of available support and well-being agencies. TLs work to ensure that home based staff undertake required planning, marking and feedback. This may include for those pupils that they do not regularly teach. SLT to review weekly capacity to deliver against pupil roll in school. Forecasted and actual.
Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).	Inability of the school to deliver learning/activities as planned. Reduced capacity and numbers. Increased burden on fewer school based staff/leaders.	Early communication of support needs via TLs and HR Manager in first instance. SLT review on a weekly basis to consider capacity to deliver school based requirements set against pupil roll and available staffing establishment. To include all aspects of role.
Agree staff workload expectations (including for leaders).	A number of key roles/staff becoming overburdened with workload expectations and pressure. Not all staff fulfilling their role and duties in line with shared and agreed expectations. Consider and respond to growing national/parental expectation around teachers not delivering.	Sensitivity to the demand and pressures being placed on individuals and their families in relation to the Covid-19 context. Acceptance that the situation is dynamic and fluid and that the longer the Covid-19 crisis goes on the more that the pressure will become more acute and intense. Continue to work with current expectations and working protocols as agreed with unions and professional bodies.
Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).	Concern that dealing with the here and now will prevent staff from developing professionally so that they can meet the demands of a longer-term strategic curriculum offer in the future. Some pupils are at more or at considerable risk in relation to being, safe and well looked after. Staff training for new academic year cannot take place – an issue especially for new staff.	Audit and planned review of a CPD offer that can be undertaken and tackled by individual colleagues with team discussion as required. Safeguarding updates to be timely and considered against Covid-19 context and also ensure statutory update training in place for all colleagues. SLT to publish CPD bulletins and activity document with embedded hyperlinks. Key expectations for staff to be delivered on Inset day on 07/09/2020. Keeping_children_s afe_in_education_20 Summer 2020 CPD Overview.docx INSET Day Agenda 7th September 2020
If a member of staff develops symptoms (a) what will be your actions to ensure safety of that member of staff and other staff who may	Impact and potential to infect other colleagues/pupils and adults on site.	Immediate removal from the school site. Ensure well-being support and regular update communication with colleague/school.

have been in contact. (b) How will you organise testing for that member of staff?	Knock on effect for other colleagues and disruption to learning plans, timetable, school based activities and home based learning and support.	'Test and trace' as is possible within school and assess risk for other colleagues/adults and pupils. Inform work to get testing in line with current government policy on testing of adults/pupils. Support here by HR Manager as required. **Employer Referral Portal User Guide ES**
Decide what actions will be taken if staffing levels reduce suddenly	Impact on safe working and supervision for known and planned pupils in school. Additional pressure and workload on a reducing staff/establishment platform.	Planned reduction in offer and pupil numbers in school. Split day offer for pupils as required reducing demand pressures. Partial or full closure of the school based on health and safety and well-being of school and wider community. Seek additional advice and support from LA. If partial or full closure activate the home learning plan.

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Mental health and well-being - what is in place to ensure that staff have opportunities for self-referral to mental health support. - What is in place to provide opportunities for confidential conversations/counselling sessions	Support that will be required for colleagues to both manage and sustain working remotely and under increased demand and pressure. Worry and anxiety in relation to attendance in school and travel to/from school. Managing and dealing with community expectations as to what school and teachers should and need to be doing at a time of national anxiety and non-expert judgement/accountability.	Wakefield Council occupation Health Team OHU@wakefield.gov.uk 01924 303142 Mind Matters Counselling Services Referrals to be done via HR.
Protective measures and hygiene		

Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.	Social gathering of pupils on site and potentially when travelling to and from school. Maintaining 2 metre distance in school. Room layouts for lesson/learning sessions and cleaning between transitions. Safe areas for staff to meet and congregate for lunch and breaks. Pupils and staff arriving into school who are ill. Movement around the building. Consideration for emergency evacuation and roll call whilst socially isolating. First aid and emergency support and use of PPE to support as required.	Link to school health & safety policy/LA policy and a pupil RA template as currently in use for key worker/vulnerable pupils etc. Site audit and teaching spaces prepared for learning sessions. Arrangements in place for additional cleaning throughout the day. Signage to inform pupils and staff of congregation areas and on site movement. The options for taking staff/pupil temperatures as and when indicated it is necessary. Review and update for emergency evacuation procedure and roll call. Prepare medical room and ensure supplies in for appropriate PPE. SLT to meet regularly and update key personnel of any recommended changes. This to be then put in place and communicated to all staff and pupils.
Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.	Not enough distancing space in all learning areas. Busy entry points at the start of the school day and also when pupils exit in larger numbers. School based eating areas and overcrowding and requirement for increased supervision and cleaning. Outside areas at break and lunchtime. Opening up tennis courts and quad areas to prevent crowding. Space and layout of staffroom area and additional cleaning needs as increased adult presence grows across organisation. Staggered starts/exits using a number of separate entrance points. Maintaining safe communal areas.	Site audit to establish needs based provision and to support room allocation and timetabling. Controlled arrival times at the school and use of multiple entry doors and meeting areas prior to accessing teaching spaces. Markings to show 2m distance where queueing will occur. Communicated plans for break/lunchtimes. Teams briefed as required by email and face to face. Site manager updates cleaning requirements with SLA provider to take account of full opening and increased adult presence on the site. All classrooms must adhere to current social distancing guidelines. Classroom layouts will be altered as required – all desks front facing. All Year Groups to have an allocated meeting area in an outside space. Staff may have to take breaks in their own departments to keep movement around school to a minimum and to aid with social distancing. Contractors to be briefed on the following expectations: • Social distancing. • Washing hands/cleaning. • Using hand sanitiser. • Good personal hygiene. • Not to mix with staff/pupils

		PPE can be worn but is not required. Contractors not to work in an area that is occupied by staff/pupils. Contractors must sign in and out of school.
Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.	Risk of infection and spreading of disease with increased use of teaching spaces around school. Increased pupil and adult numbers on site with associated movement around the school. Potential contaminated surfaces including but not restricted to: Classroom/Office furniture Toilet blocks Doors Windows Handrails	Site manager to meet and liaise on a regular basis with school based cleaning manager and deploy SLA cleaners to best effect. Maintain records of cleaning schedules and rotas. Secure equipment and ensure working surplus in place. Advise and inform SLT if supplies are in short demand and compromise safe working environments across the school. The school will be thoroughly cleaned every day. This will take place both morning and evening and will include all parts of the building. Cleaning will also be provided throughout the day when classrooms are not in use by pupils. Cleaning materials will be in all classrooms if staff wish to clean more regularly. Risk Assessment_COVID-
Decide the approach to enhance hygiene (for example, toilet use, hand washing/cleaning) and decide on policy related to usually shared items (for example, books, toys, practical equipment).	Risk of spreading infection both within school and into community through lack of personal hygiene protocols. Essential and equipment in regular use not being kept clean. To include switches/keyboards and doors. Risk of spread of infection. Handwashing protocols not adhered to. Also, reinforce expectations around coughing/sneezing with catch it and bin it.	All pupils/staff to clean hands, as currently being done, on arrival into school and on departure. Also, to clean hands at break times and between sessions if pupils/adults leave a timetabled teaching space. All classrooms to be supplied with supplies of hand sanitiser. Site manager to maintain washing areas so that soap/towels are in good supply. Removal of used waste throughout the day. Team Leaders and subject teachers to advise site manager of subject specialist equipment that needs to be cleaned each day. If equipment is not cleaned after use then a rotation system must be in place. Equipment already in each room for routine cleaning as required. To be used by adults alongside planned SLA cleaning schedules. Hand washing/cleaning to be carried out on a more regular basis for a minimum of 20 seconds using warm/hot running water and soap. The following occasions are recommended. • Upon arrival at school • After using the toilet

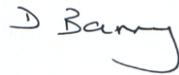|		
		• Before eating or handling food • Before leaving school If a sink is not available, then alcohol gel or hand sanitiser should be used. Good respiratory hygiene should be followed and the 'Catch it, Bin it, Kill it' method promoted. Mouth and nose to be covered with a disposable tissue and hands to be washed afterwards; hand sanitiser to be used if a sink is not nearby. Toilet use (pupils) may have to be controlled as to not encroach on social distancing measures. All staff and pupils reminded to wash their hands for at least 20 seconds after using the toilet facility. All equipment to be used on an individual basis. Cleaning of equipment is then required before being reused.
Plan the school level response should someone fall ill on site (in line with relevant government guidance).	Risk of spread of infection and associated increase in levels of anxiety across school community. Picking up on staff/pupils showing symptoms of infection/illness. School response to negative/positive testing along with 'test & trace' actions.	Identification and immediate notification to senior managers as on site. Safe removal from school site and review of associated contact/risk to school and others. Deep cleaning of areas that colleague/pupils has worked in. Update and inform HR Manager for support and advice. Monitor. SLT undertake a risk analysis of site and safe ongoing operation. Staff member to inform Team Leader and/or HR. Staff member to be sent home to isolate for 7 days and arrange to have a test carried out. Pupil to be taken to an isolated room with ventilation to the room if possible. Pupil's parent/carer to be called to arrange collection. A staff member to stay with the pupil, observe social distancing where possible and use PPE as required. A face mask is to be worn by the staff member if a distance of 2 metres cannot be maintained. A face mask, gloves and an apron are to be worn if contact with the pupil is required. If there is a splash risk to the eyes through coughing/sneezing, then eye protection should also be worn.

		Pupil collected from school and to self-isolate at home for 7 days. A test is to be arranged and carried out.
		Where a negative test is recorded, the staff member or pupil can end their isolation and return to school.
		Where a positive test is recorded the rest of the class/group should be sent home and advised to self-isolate for 14 days.
		Wakefield Flow Chart for Education

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.	To involve pupils who currently have such support protocols in place as defined by support/EHCP plans. PPE equipment available and able to be used safely to prevent cross contamination and spread of any infection. Ability to support and deal, safely, with a pupil/adult who is sick and needs to be supported/cleaned ahead of leaving school site. Pupils/staff showing signs of coronavirus.	PPE equipment in school and located in first aid room. Planning protocols and working plans in place for those pupils with an identified need of support that requires the use of PPE. Advice and update guide for the safe use and disposal of used PPE. Pupils awaiting collection should be isolated in a dedicated room or if this is not possible then an area at least 2 metres away from other people. Staff to stay 2 metres away from the pupil(s). If this is not possible then the following PPE will be made available. - Face mask - Apron - Gloves - Eye protection After use, all PPE is to be disposed of into a plastic bag and secured. Staff are then to wash their hands for a minimum of 20 seconds before returning to their workplace.
Pupil Well-Being		

Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and pupils who were not previously affected.	Pupils becoming increasingly isolated and losing contact with the school community. Pupil behaviours at home causing upset and concern for parents and family members. Increased risk taking and anti-social behaviours. Failure to attend school as expected or arranged.	Weekly meetings of school pupil safeguarding/attendance teams. Track and monitor attendance of pupils daily and communicate with families/third parties as required. PSHCE support material for home learners and also for those pupils attending school site. Communicate and share support and teaching resources. Regular bulletins and also related CPD update training for all staff. Liaise with SENCO and lead for Diamonds Nurture as required. This will support the known pupil cohorts already being worked with by these colleagues/teams. Use of PC Vollans as required. Local **NHS** offers 24 hour mental health helpline **Young Minds**, the mental health charity, has specific help for how to look after your mental health whilst social distancing: https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/ Young Minds provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis. If you need urgent help text **YM to 85258** **Childline** also offers advice on how to cope with schools closing: https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/ Childline phone 0800 1111 (24 hours) **MindMate** https://www.mindmate.org.uk/ If you are a young person, MindMate can help you understand the way you're feeling and find the right advice and support. **The Mix** http://www.themix.org.uk/ Information, support and listening for people under 25. Phone 0808 808 4994 (24 hours) **Kooth** offers mental welfare community support on https://www.kooth.com/
Learning		

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Agree what learning is appropriate for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.	Considerable loss in pupil learning overtime and increased disengagement with home learning as set by school. Some pupils have failed to engage at all. Not being able to ensure that pupils maintain an active interest and desire to tackle home based and school centred learning. Y6 induction into Y7 and ability to respond, support and develop a relationship with new Y6 pupils and their families. 330 pupils from over 40 primary schools. Support for Y11 with P16 college provision/careers and dealing with the requirements in place by Ofqual to support GCSE grading summer 2020. Concern that disadvantaged pupils will fall further behind in their learning and attainment/progress measures.	SLT to continue to plan and monitor a thorough and progressive home learning plan/schedule supported by subject team leaders in case of full or partial closure. TLs/SLT to monitor and support/challenge those pupils who are reluctant to engage or are unable to because of home circumstances. Y6 induction and support information, including Q&A pages and video links on school website. Additional support meetings with Y6 feeder schools. Share P16 induction plans with pupils and bespoke careers advice in place led by school based careers team. New Year 7 pupils to come to school on 08/09/2020 with no other year groups present. Continued review and analysis of DA pupils by SLT and at the core of all planning going forward, as now.
Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.	EHCP not reviewed and updated in a timely manner. Increased isolation for vulnerable and pupils with additional needs along with their families.	Continued 'live' EHCP update review meetings that involve parents/carers, the pupils and other third party support agencies. Led by school based SENCO. SLT update and review as provide by SLT/SENCO lead. What parents and carers need to know https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers
Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school. These numbers should be limited as all pupils are expected to return in September 2020.	Need to ensure learning is supported whilst away from school site. Potential to miss out on key learning that then hinders learning potential on return to school at a later date.	Curriculum provision and mapping in place for identified pupils and monitored by SLT/SENCO/ Key Stage coordinators and pastoral support teams to continue school/home liaison measures. Pupils considered as individuals with regular monitoring and updates that involve school and third parties.
Key Issues	**Key Identified Risks taking account of school context**	**Actions to mitigate risks**

Other considerations		
Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.	That the brokered provision has not done a full and thorough due diligence risk assessment that is comparable to that of Kettlethorpe High School. Pupils and families unclear as to what is expected if working at or visiting third party providers.	Review of third party risk assessments and protocol documentation. Families being provided with key contact names and details on site access/appointment times at any third party provider, as and when such resource is used.
Agree approach to any scheduled or ongoing building works.	Impact of planned building work on site (new build and gym modification) alongside related room moves. This will reduce the available accommodation to support large pupil numbers. Site access reduced at times.	Site manager to meet weekly with building contractors. Update to SLT on impact potential weekly and disruption to day to day routines and planning. Site manager to liaise with subject teachers and team leaders with rolling plan of scheduled room transfers to support teachers in being in new timetabled learning areas as soon as is practically possible. Roof work to gym and hall has been moved forward to make best use of time with reduced pupil numbers.
Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.	Increased visitors/deliveries to reception area. Further crowding and social mixing that has the potential to introduce risk of infection into school from wider external community.	Site manager to contact and work with known suppliers and delivery chains and detail expectations and working protocols for deliveries into school along with other SLA agreed support provision (grounds/site etc.). Share and liaise with office based reception and Emma Crossley's team.
Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.	Increased susceptibility to Covid-19. Reduced staffing establishment to support core delivery in school and associated home learning offer.	HR Manager to audit and review. Communicate and speak with identified staff as well as respond to direct adult/teacher request to HR. Regular review and update to SLT to take account of staffing establishment resource available for direct deployment on site and then inform/consider what requirements needed from those working from home. BAME Risk Assessment.docx

Signed (Headteacher)		Date	
	[signature]		17.07.2020

Signed (Chair of Governors)	D Barry	Date	17.07.2020

Appendix

- Pupil information on return to school
- Annex to Attendance policy
- Safeguarding Policy
- Annex to Behaviour policy
- Gov.uk: Keeping Children Safe in Education
- Summer 2020 CPD overview
- Covid-19: Testing user guide portal
- ENGIE: Risk Assessment cleaning
- Wakefield Flow Chart for Education – people displaying symptoms
- Gov.uk: Implementing Protective Measures in Education
- BAME risk assessment

Operational Risk Assessment: September 2020

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Visitors/parents and pupils accessing the site dropping off/collecting pupils.	Visitors and parents entering the site without an appointment and being unable to social distance due to numbers in the reception area.	All non-essential visitors cannot enter the site without an appointment. A screen has been erected around the reception area. A clear demarcation line will be in place so that 2 metre social distancing can be maintained. Pupils have separate entrances to the school site based on Year groups: • Year 7 - 11 – Main Reception • Year 8 – 10 – Caretakers entrance at back of school All pupils to make sure that they go to their year group specific areas on arrival at school and during breaks/lunch.
Circulating the school site by pupils and staff during the school day and during break time.	Congestion on corridors and public/shared spaces around the school site, potential for cross contamination of year group bubbles.	Pupils will have a staggered release from classes and they must go to their year group specific areas or designated food area. All staff and pupils to follow hygiene rules as follows:- • Clean/wash hands on entry to school • Clean hands more regularly – on arrival at school, before and after food, after the toilet and on entry to classes. • Pupils to have their own resources which should not be shared. • Tissues made available in all classrooms to promote catch it, kill it, bin it. • Additional cleaning in place to clean hard surfaces in school e.g. door handles, desks etc • Break/lunch times to have a staggered release. • Staggered release at the end of the school day to ensure that exits are not congested. • Hourly cleaning arranged for all toilets in school. Continuously monitored and logged. • Water fountains to remain decommissioned.
Lunch time	All pupils trying to access one main eating area, would lead to cross contamination of year group bubbles.	All year groups to have a specific area to have lunch break:- • Year 7 and 8: Main Hall • Year 9: Café de la Brede • Year 10: The Sports Hall (TBC) • Year 11: Upper crust

		Food to be made available during both 20 minute breaks following period 2 and period 3. Pupils to follow social distancing rules during meal breaks.
Suspected case of Covid 19 on the school site.	Impact and potential to infect other pupils and colleagues on site. This could have a knock on effect and disruption to learning plans, timetables etc.	If a pupil or staff member becomes unwell and starts to display symptoms they must be sent home and advised to follow the staying at home guidance. If a pupil is awaiting collection they will:- • Be removed to a room where they can be isolated (office next to EN14) behind a closed door where possible. • A window will be opened for ventilation. • If they need to go to the bathroom, they should use a separate bathroom which will then be cleaned and disinfected before anyone else uses it. • If social distancing cannot be followed by the member of staff with the pupil then they should wear the relevant PPE • The member of staff or pupil with symptoms should arrange for a Covid test to be undertaken. • They can return to school if they have a negative test result. • If they have a positive test result they must engage with 'Test and Trace' and inform school asap.
Fire Alarm Testing	All pupils attempting to access the tennis courts at the same time could result in cross-contamination of year groups.	Fire Alarm Test • Years 7 and 8 line up in tutor group bubbles on the yard in year group designated area. • Year 9, 10 and 11 line up in tutor group bubbles on the tennis courts in year group designated area. • New plans communicated to all staff on Inset Day (07/09/2020)