

Schools Covid 19 Risk Assessment – May 2021

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| Name of School | Kingsbury Green Academy |
| Name of Headteacher | Jason Tudor |
| Assessment completed by | Melanie Collingbourne |
| Assessment date | 25.05.21 |

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions.

Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

[LOMP \(Local Outbreak Management Plan\)](#)

https://www.google.com/search?rlz=1C1CHBF_en-GBGB818GB819&ei=G4EJX6KQObHMxgOr_Lww&q=local+outbreak+management+plan+wiltshire&oq=local+outbreak+management+plan+wiltshire&gs_lcp=CgZwc3ktYWlQAZoFCAAQsAM6AggAOgYIABAWEB46BQghEKABOgQIIRAVOgcIIRAKEKABUPeeA1jdrQNgg7kDaAFwAHgAgAFiiAG1BplBAjEwmAEAoAEBqgEHZ3dzLXdpeg&sclient=psy-ab&ved=0ahUKEwjibKy7MTqAhUxpnEKHSs-DwYQ4dUDCAw&uact=5

| RISK | WCC CONTROL MEASURES TO CONSIDER | KGA APPLICATION OF MEASURES |
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| Maintaining distancing and reducing contact – entrance and exit routes | | |
| Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day | <ul style="list-style-type: none"> • Arrange separate ‘holding’ areas for each group to minimise contact (ideally these should be outside if weather permits) | Students will have staggered start/finish times and proceed immediately to their tutor rooms where tutors will supervise them/go directly off-site at the end of the day |
| | <ul style="list-style-type: none"> • Encourage parents to make other arrangements for travel to/from school other than school transport. | Encourage parents to make other arrangements for travel to/from school other than school transport. |
| | <ul style="list-style-type: none"> • Staff on duty to supervise | Duty rota in place |
| | <ul style="list-style-type: none"> • Signage at school transport pick up/drop off point | Signage at school transport pick up/drop off point |
| Numbers of parents and children at entrances and exits impede social distancing. | <ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. | Parents/carers will be informed about distancing rules via letter/email |
| | <ul style="list-style-type: none"> • Staggered start/finish times for different groups. | Staggered start/finish times for different groups, as per timetable |
| | <ul style="list-style-type: none"> • Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard | <p>Parents should not accompany students to the Main Gate area and should not leave their cars during drop off/collection. Car length ensures 2m distancing for students.</p> <p>SLT to be in Main Gate area to ensure distancing is maintained when parents drop off/collect students and when students arrive/leave</p> |
| | <ul style="list-style-type: none"> • Use of different entrances/exits for different groups. | Students will enter/leave the site through the Main Gate area but staggered times means distancing can be maintained |
| <ul style="list-style-type: none"> • Only one parent/carer to accompany child. | Parents should not accompany students to the Main Gate area and should not leave their cars during drop off/collection. Car length ensures 2m distancing for students. | |

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| | | Parents/carers will be informed about distancing rules via letter/email |
| | <ul style="list-style-type: none"> • Staff on duty to supervise. | SLT to be in Main Gate area to ensure distancing is maintained when parents drop off/collect students Duty rota in place |
| | <ul style="list-style-type: none"> • Signage. | Banners/signage will be visible at the entrance as a reminder of all H&S/distancing expectations Site team to rotate signage throughout the site to prevent 'familiarity sign blindness'. Completed March 21. |
| Changes to school routine cause vehicular and pedestrian traffic management issues. | <ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. | All students will be encouraged to walk/cycle to school but parents will be encouraged not to accompany students whenever possible. |
| | <ul style="list-style-type: none"> • Stagger drop off / pick up times. | Stagger drop off / pick up times. |
| | <ul style="list-style-type: none"> • Minimise vehicles on site | No vehicles allowed onto the site bar maintenance vehicles/ delivery trucks (and only then by prior arrangement) |
| | <ul style="list-style-type: none"> • Review traffic management risk assessment where changes to start/end of day apply. | SLT to be in Main Gate area to ensure distancing is maintained when parents drop off/collect students. Car length ensures 2m distancing for students. |
| | <ul style="list-style-type: none"> • Staff on duty to supervise. | SLT to be in the Main Gate area to ensure social distancing is maintained when parents drop off/collect students and when students arrive/leave the site Duty rota in place |
| Maintaining distancing and reducing contact – internal areas and play areas | | |
| Pupil numbers and room sizes impede the means to reduce contact | <ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing | 5 period day reduced to 3 periods to minimise lesson transitions and therefore minimise contact between students and staff/staff and staff |

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| | <p>between pupils and staff; and between staff themselves.</p> | <p>Staggered breaks/lunches reduce pressure on staff communal spaces but staff advised to remain at a distance of 2m from one another too.</p> <p>Virtual meetings to be held as a matter of course</p> |
| | <ul style="list-style-type: none"> • Pupils will reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in up to year sized groups. | <p>For most subjects, Year 7 will be taught in tutor groups with small numbers removed for vital intervention. They will be taught in ability groups for Maths and English. The remainder (Y8-13) will be in year group 'bubbles' but will vary their groupings within this 'bubble' in order to maintain a broad and balanced curriculum.</p> |
| | <ul style="list-style-type: none"> • Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups. | <p>A register will be taken at the start of each of the three lessons. Attendance at the Y11 optional L4 will also be recorded.</p> |
| | <ul style="list-style-type: none"> • Remove excess furniture to safe storage areas to increase space. | <p>Remove excess furniture to safe storage areas to increase space.</p> |
| | <ul style="list-style-type: none"> • Desks to be spaced out as far as possible but do not impede fire escape routes and exits. | <p>Desks to be spaced out as far as possible but do not impede fire escape routes and exits.</p> |
| | <ul style="list-style-type: none"> • All desks to face forward with pupils sat side by side. | <p>Whenever possible, desks to face forward with pupils sat side by side</p> |
| | <ul style="list-style-type: none"> • Floor markings to illustrate 2m areas around teaching positions. | <p>Due to the size of most classrooms, this is not possible. To mitigate this, teachers will remain at the front of the room and 1m+ distancing will be maintained at all times</p> |
| | <ul style="list-style-type: none"> • Children to remain at their desks when in the room. | <p>Clear instructions to all pupils with daily reminders that they must sit at their allocated desk when they are in the room</p> |
| | <ul style="list-style-type: none"> • Children to use the same desk each day. | <p>Children to use the same desk every time they are in a particular classroom (MINTclass plans to ensure this)</p> |

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| | | When classes swap over, students/staff/additional cleaning staff will clean the desks before the next group enters the room |
| | <ul style="list-style-type: none"> Lessons planned for individual work as opposed to close group work | Lessons planned for individual work as opposed to close group work |
| | <ul style="list-style-type: none"> Distancing and reducing contact to be explained to children with regular reminders. | Tutors to share reminder slides re: distancing, hand hygiene etc. as part of the tutor programme. Verbal reminders on entry to lessons for the remainder of the day |
| | <ul style="list-style-type: none"> Signage/Posters in each classroom. | Clear signage in all classrooms re: distancing and behaviour expectations |
| | <ul style="list-style-type: none"> Consider the use of school grounds / local environment to extend the range of teaching spaces available. | Teaching will be primarily undertaken in classrooms; however, break times will take place outdoors in assigned areas. During inclement weather, students will spend lunch in the main Hall (Y7-10) or the canteen/covered area (Y11) Duty rota in place |
| | <ul style="list-style-type: none"> Staff to supervise and enforce measures | Duty rota in place All staff to ensure the safe exit of students from their classrooms, according to the one way system. All staff to oversee distancing and wearing of masks at lesson changeovers |
| | <ul style="list-style-type: none"> The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs. | The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs. |
| | <ul style="list-style-type: none"> Ventilation improved where practicable by having windows open. | Ventilation improved where practicable by having windows and doors open. According to the guidance, "in cooler weather, windows should be opened just enough to provide constant background ventilation, |

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| | | <p>and opened more fully during breaks to purge the air in the space. Opening internal doors can also assist with creating a throughput of air". It also advises "opening high level windows in preference to low level to reduce draughts"</p> <p>Students should not wear coats unless the teacher feels the weather/ temperature in the room warrants this</p> |
| <p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p> | <ul style="list-style-type: none"> Minimise movements of whole groups and individuals outside of the classroom | <p>Minimise movements of whole groups and individuals outside of the classroom</p> |
| | <ul style="list-style-type: none"> Use of a one-way system around the school. | <p>Use of a one-way system around the school.</p> |
| | <ul style="list-style-type: none"> A 'walk on the left' policy if one-way not practicable. | <p>A 'walk on the left' policy in place if one-way not practicable since "brief, transitory contact, such as passing in a corridor, is low risk" (Govt guidance 25.05.20) Face coverings to be worn by staff and students in corridors and communal areas and when transitioning between lessons (from 17.05.21)</p> |
| | <ul style="list-style-type: none"> Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent) | <p>Use of a one-way system around the school.</p> |
| | <ul style="list-style-type: none"> Lane markings on floor and 2 metre markings in areas where queuing is likely. | <p>Signage to be added outside toilets/ classrooms.</p> <p>Staggered breaks and lunches mean that only one year group 'bubble' will access the toilets at any one time and only one/two pupils (depending on the size of the toilet block) will be allowed into the toilet at any time. Marking and signage will be in place to this effect too</p> |
| | <ul style="list-style-type: none"> Areas not in use to be closed off (not escape routes) | <p>Areas not in use to be closed off (not escape routes)</p> |

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| | <ul style="list-style-type: none"> Children to keep coats, bags, lunchboxes etc. with them in the classroom (under desks) or in suitable storage area. | Students (and staff) keep all belongings with them at their desks. Lockers will not be available for students. |
| | <ul style="list-style-type: none"> Signage. | Signage in place Site team to rotate signage (here and throughout the site) to prevent 'familiarity sign blindness'. Completed March 21. |
| | <ul style="list-style-type: none"> School assemblies to be completed electronically and aim to include those children home schooling if possible | School assemblies to be completed electronically and aim to include those children home schooling, if possible |
| | <ul style="list-style-type: none"> Acts of worship and other typically communal events to take place in groups (not whole school) | For Term 6, all assemblies and communal events will take place virtually. This will be reviewed after 21.06.21. |
| Number of pupils and size of space impede the means to distance and reduce contact when using toilets | <ul style="list-style-type: none"> Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. | Staggered breaks and lunches mean that only one year group 'bubble' will access the toilets at any one time and only one/two pupils (depending on the size of the toilet block) will be allowed into the toilet at any time. Marking and signage will be in place to this effect too. |
| | <ul style="list-style-type: none"> Where practicable avoid different groups using the same facilities at the same time | See above |
| | <ul style="list-style-type: none"> Distance markings on floor in queuing area | Distance markings on floor in canteen area |
| Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime | <ul style="list-style-type: none"> Staggered break and lunch times | Staggered breaks and lunches (as per timetable) |
| | <ul style="list-style-type: none"> Allocated play areas for each group | Allocated social areas for each group at break and lunch |
| | <ul style="list-style-type: none"> Consider zoning of play areas using markings / cones to reinforce distancing | Allocated social areas for each group at break and lunch |
| | <ul style="list-style-type: none"> Limit use of outdoor play equipment to designated groups at fixed periods | N/A |

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| | <ul style="list-style-type: none"> Games which encourage distancing and reduce contact | Tennis courts to be opened as a recreational space and zoned to enforce 'bubbles'. As the weather improves, students will be able to access the field according to the zoned areas allocated by SF (see email and PowerPoint) |
| | <ul style="list-style-type: none"> Staff supervision to maintain standards. | Duty rota in place plus MDSAs at lunch |
| | <ul style="list-style-type: none"> Any crockery/cutlery used must be cleaned | Any crockery/cutlery used must be cleaned thoroughly. |
| | <ul style="list-style-type: none"> Catering contractors and other food provision has been subject to specific risk assessment. | Catering contractors and other food provision has been subject to specific risk assessment |
| Number of staff and size of staff rest spaces impede the means to distance and reduce contact | <ul style="list-style-type: none"> Removal of furniture to create more space. | N/A |
| | <ul style="list-style-type: none"> Removal of communal equipment (mugs etc.) | Staff to bring their own drink containers/cutlery/crockery for break/lunch |
| | <ul style="list-style-type: none"> Staggered break times for staff. | Staggered break and lunch times for staff. |
| | <ul style="list-style-type: none"> Repurpose unused spaces for additional staff rooms | Not necessary due to staggered breaks and lunches |
| | <ul style="list-style-type: none"> Staff toilets to enforce 2m distancing. | Staff to use staff toilets in relevant block Staff toilets to enforce 2m distancing. Signage on doors and staff to check toilets are vacant before entering |
| 1. Hygiene and Cleaning | <u>Guidance on cleaning non-healthcare settings</u> | |
| Cleaning staff levels are insufficient to deliver enhanced cleaning regime. | <ul style="list-style-type: none"> Confirm available cleaning staffing levels before wider opening. | Additional cleaning staff to be available during the day |
| | <ul style="list-style-type: none"> Use of contractors or other school staff for cleaning | Additional cleaning staff appointed to increase amount of cleaning |
| | <ul style="list-style-type: none"> Agree the new cleaning requirements and additional hours for this. | New cleaning requirements and additional hours agreed |
| | <ul style="list-style-type: none"> PPE to be worn by cleaning staff as dictated by risk assessment. | PPE worn and used in line with Risk Assessment |

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| Insufficient handwashing and hygiene facilities increase the risk of transmission. | <ul style="list-style-type: none"> Children to handwash on entry to school, before and after each break and lunch, leaving school and after using toilet. | Children to handwash/ use hand sanitiser on entry to school, before and after each break and lunch, leaving school and after using toilet. |
| | <ul style="list-style-type: none"> Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative | Toilets will be checked regularly to ensure supplies of suitable soap. Each classroom to have a bucket containing supplies of cleaning wipes, hand sanitiser etc. |
| | <ul style="list-style-type: none"> Extra signage to encourage washing hands. | Extra signage to encourage washing hands. |
| | <ul style="list-style-type: none"> Ensure help is available for children who cannot clean their hands independently | SENCO to identify SEND children who may struggle with cleaning their hands independently and deploy TAs accordingly |
| | <ul style="list-style-type: none"> Hand gel dispensers at strategic locations around the site to complement handwashing facilities. | Hand gel dispensers at strategic locations around the site to complement handwashing facilities e.g. Hub, Reception, canteen etc. |
| | <ul style="list-style-type: none"> Supplies of tissues and lidded bins in each teaching space and classroom. | Tissues to be available in every classroom Students/staff to bag and bin tissues using bags provided to ensure tissues are sealed in. |
| | <ul style="list-style-type: none"> Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. | Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff e.g. on tutor PowerPoint and on signage around the school site |
| | <ul style="list-style-type: none"> Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. | Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups e.g. library books. Paper resources may be shared within a year group 'bubble' but this sharing should be minimised |
| Exposure to new hazardous substances (products) | <ul style="list-style-type: none"> COSHH assessment to be carried out for any new cleaning/sanitising products in use. | COSHH assessment to be carried out for any new cleaning/sanitising products in use |
| | <ul style="list-style-type: none"> Additional cleaning staff to be made aware of the COSHH risk assessments. | KH to lead training for cleaning staff |

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| | <ul style="list-style-type: none"> Appropriate storage of hazardous substances. | Appropriate storage of hazardous substances. |
| | <ul style="list-style-type: none"> Material data sheets to be made available for new and existing products. | Material data sheets to be made available for new and existing products. |
| 2. Site and Buildings | DfE Guidance on school premises management | |
| Visitors/contractors/suppliers on site increase the risk of transmission. | <ul style="list-style-type: none"> Site visits only by pre-arrangement. | <p>Site visits only by pre-arrangement with site manager.</p> <p>Site staff phone numbers clearly displayed in Main Hall foyer if Reception is closed</p> |
| | <ul style="list-style-type: none"> A record of some visitors must be kept for 21 days specific guidance | A record of some visitors must be kept for 21 days specific guidance |
| | <ul style="list-style-type: none"> 2m exclusion zones/markings in Reception areas. | <p>Visitors to enter Reception by appointment only and at the exact time stated to minimise waiting. Visitors may be asked to wait in cars if they arrive later/early.</p> <p>Distancing to be maintained in the waiting area.</p> <p>Reception hatch to remain closed and sign-in screen to be cleaned regularly. Any 'face-to-face' communication with Reception staff should be minimised and marked zones adhered to in order to maintain social distancing</p> |
| | <ul style="list-style-type: none"> Information/signage for visitors informing them of the infection control procedures. | Information/signage for visitors informing them of the infection control procedures. |
| | <ul style="list-style-type: none"> Deliveries and visits outside of school opening hours where possible | Deliveries and visits outside of school opening hours where possible but where deliveries are made during the school day (8.00am - 4pm), they will be taken to the normal drop –off point |
| | <ul style="list-style-type: none"> Provision of hand sanitiser at main school entrance. | Provision of hand sanitiser at Main Hall entrance |

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| | <ul style="list-style-type: none"> Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. | Deliveries to be left in the normal drop-off point. |
| Changes affect normal emergency procedures. | <ul style="list-style-type: none"> Review of fire assembly point to accommodate reduced contact and distancing where practicable | Fire assembly point (car park) to remain because social distancing is more easily maintained here |
| | <ul style="list-style-type: none"> Fire drill practice to train new arrangements (sic) | <p>Fire evacuation will be as normal but with 1m+ distancing on the walk to the assembly point and when groups line up. Staff/students to be advised of this via briefing/training.</p> <p>Visitors MUST sign IN and OUT so that an accurate record of who is on site is kept, in case of fire and also for safeguarding purposes</p> |
| | <ul style="list-style-type: none"> Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. | <p>Lockdown procedures to remain due to the fact that actions to mitigate an immediate danger to life outweigh the benefits of 1m+ distancing.</p> <p>For all other situations, fire procedures will be followed.</p> |
| Site security is compromised by new arrangements. | <ul style="list-style-type: none"> Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors). | Normal security standards will apply |
| | <ul style="list-style-type: none"> Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. | Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. |
| Building checks not taken place | <ul style="list-style-type: none"> All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring. | All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring. |
| 3. Equipment and furniture | | |

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| Shared play equipment increases the risk of transmission. | <ul style="list-style-type: none"> Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group. | Any sports equipment being used in lessons will be cleaned thoroughly between uses in line with Government guidance |
| Shared equipment, fittings and resources increase the risk of transmission. | <ul style="list-style-type: none"> Handwashing before and after each lesson. | Handwashing before and after each lesson plus hand sanitiser available in every classroom and at strategic points around the school e.g. Hub, Reception etc. |
| | <ul style="list-style-type: none"> Remove unnecessary items from the classrooms and store elsewhere. | Staff to remind students daily that they should not move from their desk or touch anything else in the room e.g. taps, bookcases etc. unless permission has been given to do so |
| | <ul style="list-style-type: none"> Cleaning regime for door handles, press to exit buttons, communal surfaces. | Cleaning regime for door handles, press to exit buttons, communal surfaces. |
| | <ul style="list-style-type: none"> Children asked to bring in own stationery or have allocated, named, packs of stationery per child. | Children asked to bring in own stationery/equipment. |
| | <ul style="list-style-type: none"> Resources and surfaces to be cleaned each night. | Resources and surfaces to be cleaned each night. |
| | <ul style="list-style-type: none"> Lessons planned so sharing of resources is minimised. | Lessons planned so sharing of resources is minimised. |
| Increased manual handling tasks increase the risk of musculoskeletal injuries. | <ul style="list-style-type: none"> Staff must not attempt to move large or heavy items unless they are fit to do so. | Staff must not attempt to move large or heavy items unless they are fit to do so. |
| 4. Health and Wellbeing | | |
| <p>Inadequate staffing levels create supervision or safeguarding issues.</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms-and-what-to-do/</p> | <ul style="list-style-type: none"> Carry out an audit of all staff availability and review it regularly. | Audit of staff availability to be discussed and reviewed weekly at SLT |
| | <ul style="list-style-type: none"> Introduce a process for staff to inform you if their health situation changes. | <p>Introduce a process for staff to inform us if their health situation, or that of a family member, changes.</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> |

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| | <ul style="list-style-type: none"> • If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. • Use of staff from other schools (by agreement) | <p>If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios.</p> <p>Use of staff from other schools (by agreement)</p> |
| Vulnerable / Extremely vulnerable children at higher risk of infection. | <ul style="list-style-type: none"> • Parents should follow current medical/government advice if their child is in this category. | Parents should follow current medical/government advice if their child is in this category. |
| Person becomes unwell with Covid-19 symptoms in school | <ul style="list-style-type: none"> • Move to a pre-designated room where person can be isolated, with adult supervision if a child. • Ventilate the room if possible. • PPE should be worn if contact is required. • Inform parent/carer to arrange collection. • Cleaning regime after each usage of the space. • Follow the advice from health protection team | <p>Move to a pre-designated room (Hub and Drop-in) where person can be isolated, with adult supervision if a child.</p> <p>Ventilate the room if possible.</p> <p>PPE should be worn if contact is required.</p> <p>Inform parent/carer to arrange collection.</p> <p>Cleaning regime after each usage of the space.</p> <p>Follow the advice from health protection team</p> |
| Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight) | <ul style="list-style-type: none"> • Senior leaders have awareness of the PHE “local outbreak management plan” • Local school management plan is in place and relevant staff have been made aware • Remote education plans in place | <p>Senior leaders have awareness of the PHE “local outbreak management plan” (see link at the start of the document)</p> <p>School to follow WCC/PHE/PHW guidance re: notification of cases</p> <p>Remote education plans in place (see Remote Learning Strategy)</p> |
| Staff wellbeing affected by the working experience. | <ul style="list-style-type: none"> • Staff risk assessment tool being used to assess those in higher risk groups • Staff aware of risk assessment process and able to contribute | <p>Staff risk assessments and guidance distributed 22.01.21</p> <p>See above</p> |

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| | <ul style="list-style-type: none"> • Staff meetings and communication. | <p>JT to communicate weekly with staff via 'Principal's message' and Monday meeting via Teams</p> <p>CLs to continue with Teams' meetings or in venues where distancing will be maintained e.g. classrooms</p> |
| | <ul style="list-style-type: none"> • Defined wellbeing support measures for staff. | <p>VS is now trained as a Mental Health First Aider.</p> <p>Wider wellbeing support available via 'The Hive'</p> |
| | <ul style="list-style-type: none"> • Designated staff rest areas. | <p>Designated staff rest areas. These should be kept tidy with excess resources removed to enable cleaning. Social distancing of 2m to be maintained in these areas.</p> |
| <p>Volunteer wellbeing affected by the working experience</p> | <ul style="list-style-type: none"> • Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. | <p>Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment.</p> |
| | <ul style="list-style-type: none"> • Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. | <p>Volunteers will be included in regular communications and be given the opportunity to feedback any concerns.</p> |
| <p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health. School Effectiveness guidance on Right Choice</p> | <ul style="list-style-type: none"> • Children to have allocated teacher and TA where possible. | <p>Teaching staff and TAs will be allocated as per timetable</p> |
| | <ul style="list-style-type: none"> • Reduced time in school to ensure transition from home to school is successful. | <p>SENCO/ Head of A&F to compile bespoke timetables for those students whose wellbeing has been impacted by the current situation and for those students who will find the transition from home to school challenging</p> |
| | <ul style="list-style-type: none"> • Curriculum to support children's well-being. | <p>School will remain as normal as possible, with the curriculum designed to include a broad and balanced offer for all</p> <p>Additional activities regarding mental health and wellbeing to be written into the pastoral curriculum</p> |

| RISK | WCC CONTROL MEASURES TO CONSIDER | KGA APPLICATION OF MEASURES |
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| | <ul style="list-style-type: none"> Provide opportunities to talk about their experiences/concerns. Pastoral activities. | <p>and additional time at the start of T1 dedicated to this in order to support students</p> <p>Discussion about progress to date and barriers to learning to form an integral part of the pastoral curriculum</p> <p>The pastoral team (tutors/HOKS/PSAs/LSAs etc.) available to support students</p> <p>A clear plan is in place for a range of pastoral activities to focus on wellbeing, reading etc.</p> |
| First aid provision | <ul style="list-style-type: none"> Ensure all staff know First Aiders on site if less than normal If provision is less than usual, minimise hazardous activities which may result in injury Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. | <p>Ensure all staff know First Aiders on site if less than normal</p> <p>If provision is less than usual, minimise hazardous activities which may result in injury.</p> <p>Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly</p> |
| Pupils with special medical needs (administering medication) | <ul style="list-style-type: none"> Required number of competent staff on site Staff training up to date Alternative arrangements in place if staff training/competence has lapsed. | <p>All staff will be on site</p> <p>Staff training to be updated on Tuesday 1st September</p> <p>N/A</p> |
| 1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation. | <ul style="list-style-type: none"> Individual risk assessments of children with behavioural difficulties. Ensure a supply of PPE is available based on need. Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk 1:1 teaching to be done with reduced contact | <p>Individual risk assessments of children with behavioural difficulties</p> <p>Ensure a supply of PPE is available based on need.</p> <p>SENCO/ Head of A&F to compile bespoke timetables for those students whose behaviour may put students/staff at risk</p> <p>1:1 teaching to be done with reduced contact</p> |

| 7. Risk assessments and Policies | | |
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| Standard risk assessments do not take account of additional covid-19 risks | <ul style="list-style-type: none"> Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. | Risk assessments completed for classrooms and additional risk assessments/mitigations added for specific rooms (e.g. Science/ECT/PE/ Creative Arts) |
| | <ul style="list-style-type: none"> Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk | Risk assessments updated and additional control measures in place |
| | <ul style="list-style-type: none"> Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced | Risk assessments completed for classrooms and additional risk assessments/mitigations added for specific rooms (e.g. Science/ECT/PE/ Creative Arts) |
| | <ul style="list-style-type: none"> LoTC activities are restricted to non-residential activities and are subject to the usual process of risk assessment and authorisation. | LoTC activities are restricted to non-residential activities and are subject to the usual process of risk assessment and authorisation. |
| | <ul style="list-style-type: none"> One-off activities such as PTA and other fundraising events, firework displays etc. will be subject to separate risk assessment. | One-off activities such as PTA and other fundraising events, firework displays etc. will be subject to separate risk assessment and Finance will put these in place |
| | <ul style="list-style-type: none"> Lettings of facilities will be subject to separate risk assessment. | Lettings of facilities will be subject to separate risk assessment and Finance will oversee this No lettings happening at present. |
| | <ul style="list-style-type: none"> School clubs, Breakfast clubs and after-school provision are subject to a separate risk assessment. | A limited number of clubs will run in T6 and will do so in line with new government guidance (currently 24.05.21) |
| | <ul style="list-style-type: none"> Behaviour policy amended to reflect covid-19 protocols. | Behaviour policy amended to reflect COVID-19 protocols. March 'reset' to took place wb 08.03.21 |
| 8. Monitoring | | |
| Control measures set out in this risk assessment do not prove effective | <ul style="list-style-type: none"> Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils | MC/VS/JT to monitor the effectiveness of the control measures set out within this risk assessment and it will be a standing item on SLT agenda |
| Levels of compliance are inadequate | | |

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| | <ul style="list-style-type: none"> • Non-compliance will be addressed immediately | Non-compliance will be addressed immediately |
| | <ul style="list-style-type: none"> • Regular communication with staff on the outcomes of the monitoring | MC/VS/JT to communicate with staff on the outcomes of monitoring |
| | <ul style="list-style-type: none"> • LA H&S Advisers are able to visit the school site to assess compliance | LA H&S Advisers are able to visit the school site to assess compliance |
| 9. Other risks – specific to your school | | |
| <p>Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8.</p> <p>Also add activities such as swimming and indoor gyms as and when restrictions are lifted.</p> | Indoor gym | Risk assessment written to ensure the safe usage of this area. SF to monitor this |
| | Use of leisure centre | This facility will not be used for lessons in T6. |
| | Face Coverings | <p>The new Government guidance (May 21) states that, “Face coverings will no longer be recommended for pupils in classrooms”. As a result, KGA students will no longer be expected to wear face coverings in classrooms. However, to ensure greater safety during transition and in areas frequented by multiple bubbles, we will expect students to wear face masks in corridors and the canteen. This will be reviewed after half term.</p> <p>In addition, “Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school or college. This does not apply to children and young people who are exempt from wearing face coverings.”</p> <p>With reference to staff, the guidance reads, “Face coverings will also no longer be recommended for staff in classrooms.” However, it also says that, “In all schools we continue to recommend that face coverings should be worn by staff and visitors in</p> |

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| | | <p>situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas)”.</p> <p>Why is this?</p> <p><i>“We continue to recommend that staff and visitors wear face coverings in communal areas where social distancing is not possible. The ongoing requirement for settings to keep pupils and students in bubbles means that they are not mixing.</i></p> <p><i>“Staff, however, are not kept in bubbles and may come into contact with each other in a context where they cannot maintain social distancing, for example in staff rooms. Maintaining face coverings for staff in communal areas therefore reduces the risk of broader transmission.</i></p> <p><i>Where a setting cannot maintain consistent bubbles or keep bubbles separate, they can choose to ask pupils and students to wear face coverings in communal areas. Each setting should make decisions in line with their continued risk assessments.” (DfE)</i></p> <p>Therefore, KGA staff will be expected to wear face coverings in corridors and the canteen, as well as in areas where social distancing cannot be maintained e.g. staff rooms.</p> <p>With the removal of face coverings in class, could I also take this opportunity to remind you of the additional Government advice around working in classrooms:</p> |
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| | | <p>“Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission. There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2-metre distance from each other and from children. We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.”</p> <p>Any student or member of staff who would prefer to continue wearing a face covering will, of course, be able to do so.</p> <p>It should also be noted that, “The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern.”</p> <p>Any students who are exempt from wearing face coverings should either wear the sunflower (hidden disability) lanyard indicating this or parents should contact the school to advise us of the medical condition preventing students wearing a face covering and an exemption card will be provided.</p> |
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| | | https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering |
| | Chanting in MFL/SRA lessons | In line with the guidance for Performing Arts stating: “Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible”, it is felt that chanting can be facilitated in MFL/SRA lessons in order to facilitate learning and provide the vital catch-up interventions needed by students |
| | LFT testing | Testing remains voluntary but those who choose to test should do so twice weekly, reporting their results via the ‘Test and Trace’ app. LFTs will be available via the school but may also be accessed through a variety of outlets https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ https://www.gov.uk/report-covid19-result |
| | Bus travel | People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering. Students on designated school transport should sit according to the seating plan. |

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| | | Face coverings do not need to be worn by students and staff when outdoors. |
| | Specialist SEND provision | Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. |

I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything relevant changes. All relevant parties will be informed of the outcomes of this risk assessment.

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| Name of Headteacher | Jason Tudor | |
| Signature of Headteacher | | Date: 25.05.21 |
| Name of Chair of Governors / Trustees | | |
| Signature of Chair of Governors / Trustees | | Date: |
| Date of review | | |