

## **RFSS Covid19 Risk Assessment – 2021/2022**

This risk assessment is based on measures put in place regarding Covid19. It is centred on Government and local Public Health guidance. It takes in to account individual and specific circumstances at RFSS. This is a working document and is updated/adapted regularly because of a change in the school, local or national situation or updated guidance or a change in practice. It is shared and scrutinised at Senior Leadership, Trust and Local Governing Body level. It is shared with all staff members and the school expects all staff members to read it thoroughly and adhere to the measures put in place within it.

[Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/schools-covid-19-operational-guidance)

Key Risk: Day to day logistics	Mitigation and controls put in place to reduce risk	Considered Risk after controls	Further comments
Beginning and end of school day	<ul style="list-style-type: none"> <li>Main gate turning circle to provide a one-way system for parents and students.</li> <li>Parents may enter to talk to staff members but are encouraged to keep 2 meter distance from staff at all times.</li> <li>Staff on duty to keep distance.</li> <li>Encourage parents to leave school site as quickly as possible to allow next set of parents to collect their children.</li> <li>Separate entrances utilised to enable quick and separate entrance to school.</li> </ul>	Low	Parents, students and staff may choose to wear a face covering if they wish to.
Group sizes and group mixing	<ul style="list-style-type: none"> <li>Students taught in year groups throughout the school day.</li> <li>Assemblies are for year groups only and on different days.</li> <li>After school clubs are mixed groups, but separation is needed.</li> </ul>	Medium	
Assemblies	<ul style="list-style-type: none"> <li>Separate assemblies in the hall with the rack seating down to ensure all students facing the same way.</li> <li>Ventilation on high and keep within guidance.</li> </ul>	Low	
Staff proximity to students	<ul style="list-style-type: none"> <li>Staff to work with students but keep distance as much as they can e.g. sitting the other side of the table or behind the pupil when marking work with them rather than directly in front of them.</li> <li>Staff to sanitise hands before and after lessons</li> </ul>	Low	
Close proximity of staff and students with additional needs	<ul style="list-style-type: none"> <li>Face coverings to be worn by staff if they wish to.</li> <li>Staff to sit side by side with a child rather than facing them for long periods of time.</li> <li>Additional hand washing, cleaning down of work stations and hand sanitiser available.</li> </ul>	Medium	Staff who provide personal care to students with an EHCP have been encouraged to get a vaccine.

Staff social distancing	<ul style="list-style-type: none"> <li>• Encourage use of all spaces for lunch and break times</li> <li>• Doors and windows open as much as possible in spaces</li> <li>• Encourage as much space between staff when working together</li> </ul>	Low	
Social distancing - trips and events off site	<ul style="list-style-type: none"> <li>• Risk assessments for visits must include COVID-19 measures</li> <li>• Visits with high levels of ventilation/outside encouraged</li> <li>• Use of buses/coaches will be year groups only</li> </ul>	Low	Parents will be notified of trip 48 hours before hand at least.
Parents and visitors in school	<ul style="list-style-type: none"> <li>• Slightly reduced parental visits in school</li> <li>• Staff may ask for parents to wear a mask if meeting with them and staff are encouraged to meet in a large, ventilated space with parents</li> </ul>	Low	
Before and After school clubs	<ul style="list-style-type: none"> <li>• Clubs are in Key Stages rather than completely mixed</li> <li>• Classrooms and inside spaces well ventilated</li> <li>• Outside space is used as much as possible</li> <li>• Students line up in their year group bubbles at the beginning and end of clubs and outside rather than in the hall.</li> <li>• Areas cleaned down after use</li> <li>• Students to wash their hands/sanitise their hands on entering and exiting clubs</li> </ul>	Medium	Clubs make identifying close contacts more difficult.
Staffing shortages as a result of staff self-isolating.	<ul style="list-style-type: none"> <li>• Cover internally where possible to reduce the risk of bringing the infection into the school.</li> <li>• Be flexible with our teaching models to allow us to teach in different sized groups due to the above situation e.g. a teacher take on a TA role</li> </ul>	Low	Teaching Assistant support for students with EHCPs are prioritised

	<ul style="list-style-type: none"> <li>Staff to move to different year groups to support in other year groups who are low on staff numbers.</li> </ul>		A class will have to close if there is not enough staff to teach pupil's safely. We believe safe teaching is 1 teacher per 32 students and that all children with EHCPs to have an adult with them.
<b>Key Risk: Quality of Education</b>	<b>Mitigation and controls put in place to reduce risk</b>	<b>Considered Risk after controls</b>	<b>Further comments</b>
How do we compensate for the gaps in students' knowledge and skills that will have developed following their extended absence from school?	<ul style="list-style-type: none"> <li>Identify key component knowledge and skills within individual year groups and subject areas (i.e. the non-negotiables)</li> <li>Use end of year tests to find areas which students have gaps in and weave these in to teaching this year's content.</li> <li>Use pupil premium funding to provide disadvantaged students with more intensive/catch up support (focus groups / 1-1 support)</li> <li>Target those students with greatest need of additional support</li> <li>Targeted intervention groups, differentiated planning</li> </ul>	<b>Low</b>	Need to ensure that catch up programmes and interventions are not happening in lesson time where the students are then missing on different learning or reducing their curriculum entitlement.
Online or home learning may need to continue for some students, running alongside return to school for other students.	<ul style="list-style-type: none"> <li>Ensure Classcharts and Teams are up and running for all students and new staff have had training in it.</li> <li>May need to change teacher roles around if many children are isolating as remote learning will need time spent on it.</li> <li>SLT to monitor and make sure teacher workload is managed well</li> </ul>	<b>Low</b>	Further audit of Technology needs of families in case of self-isolating/lockdown

Online or home learning for ALL students in event of further closure if a second wave or a local outbreak of COVID	<ul style="list-style-type: none"> <li>Plan a bridging unit that students in school and at home could all work on at the same time - consider guidance such as the EEF rapid evidence review of remote learning</li> <li>Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, we will plan to have the capacity to offer immediate remote education.</li> </ul>		
<b>Key Risk: Health</b>	<b>Mitigation and controls put in place to reduce risk</b>	<b>Considered Risk after controls</b>	<b>Further comments</b>
Students with underlying health conditions who are at a higher level of risk/have been shielding	<ul style="list-style-type: none"> <li>All students and staff expected to return to school</li> <li>Discussions with CEV parents and specialist Dr if small outbreak occurs about risk level</li> <li>Parents who are CEV - additional measures available e.g. meetings with staff over Zoom/phone.</li> </ul>	Low	
Staff with underlying health conditions and/or pregnant staff are at a higher level of risk from complications if they catch Covid19.	<ul style="list-style-type: none"> <li>All staff to be in in September</li> <li>Individual risk assessments for Pregnant staff, particularly focusing on support and mitigations past 28 weeks.</li> </ul>	Low	
<b>Key Risk: Social and Emotional</b>	<b>Mitigation and controls put in place to reduce risk</b>	<b>Considered Risk after controls</b>	<b>Further comments</b>
Some students, families and staff may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	<ul style="list-style-type: none"> <li>Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible)</li> <li>Provide in-school support and a named person to support the pupil when they need it.</li> <li>If required, access specialist support for the pupil, and if need be their family</li> <li>All staff to complete online course in Bereavement.</li> </ul>	Low	Family support worker works with vulnerable families and has a list of those she contacts of regular basis.

	<ul style="list-style-type: none"> <li>Educational Psychology service to support staff and students with this.</li> </ul>		
Students with social and emotional difficulties managing their behaviour when returning to school and the routines of school life	<ul style="list-style-type: none"> <li>Ensure that these students are closely monitored and provided with the relevant support to help them to manage their emotions (i.e. prevention is better than cure).</li> <li>Amended the behaviour and Safeguarding policy to consider COVID19</li> </ul>	Medium	
Some students may be more vulnerable to exclusion.	<ul style="list-style-type: none"> <li>Identify the particular students who could be vulnerable to exclusion.</li> <li>Weekly Behaviours and Safeguarding meeting includes students who are vulnerable.</li> <li>Break out spaces, visual communication methods, de-escalation methods</li> <li>Safer Handling training based on de-escalation strategies for all staff</li> <li>Higher levels of support from STS for High/complex Needs students</li> </ul>	Medium	Safer Handling training happened in Sept 2021 for whole staff team that missed Easter training.
Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	<ul style="list-style-type: none"> <li>SLT/FSW will also have 1:1 conversations with parents who need extra reassurance/conversations.</li> <li>Provide extra capacity to our family support worker (FSW), so that they can work with and support relevant families to get their students back into school</li> </ul>	Low	All students returned in Sept 2021.
<b>Key Risk: Hygiene/Cleaning</b>	<b>Mitigation and controls put in place as per DfE guidance</b>	<b>Considered Risk after controls</b>	<b>Further comments</b>
Maintaining regular levels of hand washing/hygiene	<ul style="list-style-type: none"> <li>Staff and students to apply anti-bacterial hand gel as they enter the building at the start and end of the lesson and entrance to the building. Regular hand washing opportunities (20 seconds) to be mentioned daily– ensure there are adequate supplies of anti-bacterial hand gel and soap.</li> <li>Signs will be up around schools reminding everyone about the importance of hand washing and hygiene.</li> </ul>	Low	Hand sanitiser is now also in wall pump machines around school and particularly at entrance and exit points.  Teachers need to explicitly teach and reinforce good

	<ul style="list-style-type: none"> <li>Insist on any visitors to the school e.g. contractors to use anti-bacterial gel before they enter and as they leave the building.</li> <li>Hand sanitiser in all classrooms and meeting rooms and all hand sanitiser is 70% alcohol based</li> </ul>		hand hygiene. They need to revisit these points regularly.
When students sneeze or cough, they will spread germs/ bacteria, especially younger students /children	<ul style="list-style-type: none"> <li>Educate children and students about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds.</li> <li>Bins to be emptied daily</li> </ul>	Low	Tissues in all classrooms
Higher level of cleanliness/arrangements with cleaning company	<ul style="list-style-type: none"> <li>Cleaners to act upon guidance normally linked to ‘deep cleans’ as part of their daily procedures</li> <li>Increasing cleaning frequency of highly touched surfaces using standard products, such as detergents and bleach</li> <li>Points to consider and implement:</li> <li>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal</li> <li>different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and students must be encouraged to clean their hands thoroughly after using the toilet</li> </ul> </li> </ul>	Low	
Water fountains	<ul style="list-style-type: none"> <li>All Water fountains to be closed and sealed off. Children requested to bring in a water bottle.</li> <li>Water available at social times from the canteen.</li> </ul>	Low	
Communal spaces	<ul style="list-style-type: none"> <li>Staff room and reprographics rooms also to have spray to clean commonly used surfaces to avoid spread.</li> </ul>	Low	

Keep occupied spaces well ventilated	<ul style="list-style-type: none"> <li>Classrooms are well ventilated, and we will ensure that the teaching environment is maintained</li> <li>External windows will be open where possible to improve natural ventilation, and in addition, opening internal doors will also be continued to create a throughput of air.</li> </ul>	Low	
<b>Key Risk: Covid-19 transmission</b>	<b>Mitigation and controls put in place as per DfE guidance</b>	<b>Considered Risk after controls</b>	<b>Further comments</b>
Pupil begins to show symptoms when in school (cough and/or temperature developing)	<ul style="list-style-type: none"> <li>Pupil isolated by adult wearing appropriate PPE to send home as soon as possible. Discussion with the student as to why and the implications.</li> <li>Pupil waits appropriate room within the school e.g. first aid room. Staff member needs to be a good distance from the child but ensure that the child is not distressed by this. Parents asked to get their child tested. Child can only return to school once they have a 'negative' test result or 10 days later if they do not get tested.</li> </ul>	Low	
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	<ul style="list-style-type: none"> <li>Member of staff isolated and sent home and asked to book a test ASAP. If positive, they will need to isolate for 10 days. If negative they can come back to work if well enough.</li> </ul>	Low	
Pupil or staff member tests positive to Covid 19	<ul style="list-style-type: none"> <li>Must isolate for 10 days at home from onset of symptoms or positive result (whichever is first)</li> <li>Close contacts to be informed and asked to PCR test. Fully vaccinated staff members and students can come back to school whilst waiting for PCR results as long as they have no symptoms.</li> </ul>	Low	If positive cases are in CEV child's/staff's year group – inform parents ASAP.

	<ul style="list-style-type: none"> <li>• Staff members to isolate for 10 days from point of contact or from child's first symptoms/test if they have not been double vaccinated (or they are still within two weeks of their second vaccine)</li> <li>• School to fill in positive cases form for Warwickshire PH team for each child/member of staff or group of children if the cases have come together.</li> </ul>		
Multiple suspected cases	<ul style="list-style-type: none"> <li>• If we have 5 or more confirmed cases within 10 days within a year group, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may be considered as having an outbreak and will continue to work with their local health protection team who will be able to advise if additional action is required.</li> <li>• Contact tracing applied in school and monitored to check for links.</li> <li>• In some cases, health protection teams may recommend that a larger number of other students self-isolate at home as a precautionary measure or additional controls need to be implemented e.g. bubbles, no visits and no assemblies for example</li> </ul>	Low	
Large Outbreak in school in multiple year groups ( more than 5 cases in two or more year groups or more than 5 cases amongst staff)	<ul style="list-style-type: none"> <li>• Schools should follow Public Health England guidance and support by contacting them straight away</li> <li>• In consultation with the local Public Health team, where an outbreak in a school is confirmed, additional measures may be put in place. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91114/contingency-framework-education-and-childcare-settings.pdf">Contingency framework: education and childcare settings (publishing.service.gov.uk)</a></li> </ul>	Low	
Outbreak in local area	<ul style="list-style-type: none"> <li>• If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.</li> <li>• The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance.</li> </ul>	Low	

	<ul style="list-style-type: none"> <li>In the event of a local outbreak, the PHE health protection team or local authority may advise a school to close a year group or class temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students .</li> </ul>		
Using Lateral Flow Tests (LFTs) for staff	<ul style="list-style-type: none"> <li>All staff (including kitchen and cleaning staff) who are in school are encouraged take the tests twice a week, spaced at least 3 days apart (Sunday and Wednesday evenings ideally).</li> <li>If they test void then they need to repeat the test. If void again then they need to have PCR test ASAP and isolate until receive a negative result. PKE will then need to contact NHS Test and Trace to inform them of potentially faulty batches.</li> <li>If the test is positive the member of staff needs to isolate and go for a PCR test.</li> <li>All staff who collect the test kits are consenting to sharing their data with NHS.</li> <li>Staff to collect a new kit every 3 weeks if using them twice a week.</li> </ul>	Low	
<b>Key Risk: Finance</b>	<b>Mitigation and controls put in place to reduce risk</b>	<b>Considered Risk after controls</b>	<b>Further comments</b>
Additional cleaning expenses	<ul style="list-style-type: none"> <li>Increased budget for PPE, cleaning and equipment linked with COVID-19.</li> <li>Higher cleaning materials costs e.g. Hand sanitiser and wipes</li> </ul>	Low	If have high cases within school we may need to employ an additional cleaner for the middle of the day again.
Additional expense for supply costs/early maternity leave costs	<ul style="list-style-type: none"> <li>We may need to start a maternity leave early and ask them to self-isolate/reduce contact levels with students , therefore incurring higher salary costs.</li> </ul>	Medium	

	<ul style="list-style-type: none"> <li>We may need higher supply teacher costs. Cover initially is completed with school staffing.</li> </ul>		
Key Risk: Additional GDPR risks using remote learning platforms as shown on DPIAs.	Mitigation and controls put in place to reduce risk	Considered risk after controls	Further comments
Students being exposed to inappropriate images and language	<p>Teams</p> <ul style="list-style-type: none"> <li>Teams is password protected for use</li> <li>Posts monitored by staff.</li> <li>Students cannot message each other without approval.</li> <li>Parents has been advised to contact us straight away if there has been a breach of any kind with someone else knowing their password or log in details.</li> <li>Chat monitored so SLT can look back at content if there has been a safeguarding/e-safety incident</li> <li>The link for the teams meeting is posted on the students outlook which is password protected and therefore only accessible to students of RFSS. There is the potential that someone could share the link with someone outside of RFSS. However, we have a waiting room and only students of RFSS are admitted. All calls to be ended by the teacher.</li> <li>If something inappropriate is posted/shown/said the room can be immediately closed by the host (teacher).</li> <li>Teachers have control over mute so if something was said inappropriately the child/parent could be muted.</li> </ul>	Low	
The audio and video recording of children	<p>Zoom</p> <ul style="list-style-type: none"> <li>Recording of live sessions can only be completed by the host (teacher)</li> </ul>	Low	

	Any student breaching recording rules will be banned from using the software and alternative learning will be provided for this child.		
Staff's conduct/control of students /use of platforms not being appropriate	<p>Teams</p> <ul style="list-style-type: none"> <li>• Staff have been told to dress appropriately and work in a quiet room without disturbances.</li> <li>• Staff should watch back their pre-recorded lessons before posting.</li> <li>• Staff's background to be as plain as possible and appropriate</li> <li>• Staff agree to save the recordings of students on an RFSS laptop/ipad only</li> <li>• Staff to follow electronic user agreement and e-safety policy</li> <li>• Staff to store laptop/ipad safely and to ensure the computer is always password protected when not in use.</li> <li>• RFSS laptop or iPad to be used by staff member only and for work purposes only.</li> </ul>	<b>Low</b>	

Response to vaccine programme

“Whilst we are aware there has been agreement within government that the vaccination programme will be extended to 12-15 year olds, we have yet to see what precise role there will be for schools and colleges in this process. As always, we will act in the best interests of the children and young people in our care and work with parents to minimise any risk to those children. We will provide an update to our parents when more information is available.”

Useful documents

Autumn and Winter Plan

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1017779/COVID-19-response-autumn-and-winter-plan-2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017779/COVID-19-response-autumn-and-winter-plan-2021.pdf)

Contingency Framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1011704/20210817\\_Contingency\\_Framework\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf)