

REDBRIDGE HIGH SCHOOL

RISK ASSESSMENT FOR THE RETURN OF ALL PUPILS TO SCHOOL.

- The school needs to plan for the eventual return of all pupils at whatever point that happens.
- As a step to that point there will be some form of rota return of pupils on a timescale to be decided based on Government and LA advice support by public health and other medical advisors.
- Hygienic and structural changes to the operation of the school may continue past the point of all pupils being back full time.
- The school needs to manage this process whilst cognisant that priorities for the development of the school already set in motion will need to continue particularly curricular initiatives.
- The school is also faced with a sizable deficit budget to attempt to ameliorate and needs to put plans in motion now for September around cost savings.
- Our key priority is the well-being of pupils who will have been away from school for what will be for some a very long period of time and for now the unknown effects it may have on them.
- The curriculum we provide may need to look very different to support pupils through this.
- As of this point we have no idea how long the provisions around dealing with the COVID pandemic may remain in force in some shape or form.

ISSUE	BARRIERS	SOLUTION	LEAD
GOVERNMENT GUIDANCE/DIRECTION	https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020 https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19 https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people	Prepare risk assessment for return Write to parents and staff update governors Assess guidance for implementation in our setting	PAUL
LA GUIDANCE/DIRECTION	Awaiting positional statement from LA		PAUL

PUPILS	<ul style="list-style-type: none"> • Total numbers of pupils • Complexity of pupils • Ratios of staff required for support • Ability to socially distance • Health vulnerabilities • Provision for the LAC cohort 	<ul style="list-style-type: none"> • Pupils will attend on a rota basis with an attempt to give every pupil an opportunity to come into school before end of term. • Pupils shielding and with health vulnerabilities will not attend • Total numbers of pupils with appropriate staff not to exceed safe social distancing levels 3/4 pupils with 3 staff in a classroom • Liaise with DCT re LAC cohort for a consistent approach • Current cohort of 17 pupils will continue to attend full time as identified as the most vulnerable • Parents to be contacted to identify those who plan not to send their child in. 	MANDY
STAFF	<ul style="list-style-type: none"> • Total numbers of staff available teaching support and ancillary • Staff socially isolating due to health vulnerabilities as defined under guidance • Staff shielding having received a shielding letter • Staff with a family member who has a shielding letter • Staff who are suffering anxiety related to the current crises. • Staff who are currently ill. • Staff living with a family member they care for classed as vulnerable • Preparation of staff to move to increased working hours and frequency of attendance at school • Allocation of part time staff to rotas and perceptions of fairness! • Support for senior staff for increased workload through the current crises • Impact of lockdown on staff mental health well being 	<ul style="list-style-type: none"> • Rota design of staff to look at allocation of teachers and support staff as separate groups • Attempt to match staff to pupils they previously worked with • Confirmation that staff shielding / invulnerable groups / pregnant / caring for a family member who is shielding will continue not to attend work • Assessment of impact of childcare on staff availability to be assessed on a weekly basis • Managing any staff mental health issues through existing structures. 	MANDY

	<ul style="list-style-type: none"> • Implications for childcare for staff moving to extended rotas 		
PARENTS	<ul style="list-style-type: none"> • Managing expectations about the potential return to school • Gaining information about the pressures that families may have undergone; bereavement, illness financial difficulty, relationship difficulties, domestic violence. • Parents that have health vulnerabilities themselves or are shielding. • 	<ul style="list-style-type: none"> • Existing pastoral log system has kept track of pastoral issues but will be supplemented on pupils return via continued pastoral monitoring links • Ensure all parents are aware of the shielding / vulnerable groups guidance before pupils return. • Communication from LA and school explaining the risk assessment rationale to manage expectations. 	PAUL / MANDY
CATERING	<ul style="list-style-type: none"> • Increased numbers will require full catering provision • Staff meals have been provided free during partial opening to aid hygiene and social distancing • Dining hall not available to aid social distancing 	<ul style="list-style-type: none"> • Site H&S group (BM Heads and Deputies) to meet with catering contractor to define requirements • Pupils will eat in class as now • School to continue to provide meals to reduce hygiene issues and facilitate staff meals in classrooms 	PAUL
CLEANING	<p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <ul style="list-style-type: none"> • Implementing more robust cleaning regimes • Use of all school accommodation will require a full cleaning team 	<ul style="list-style-type: none"> • Site H&S group (BM Heads and Deputies) to meet with cleaning contractor to define requirements • Copy of government guidance provided to the contractor • Existing daily additional cleaning routine to be maintained 	PAUL
TRANSPORT	<p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <ul style="list-style-type: none"> • Social distancing guidelines for transport companies • Implementation of travel plans for potential rotas of pupils' disruption to current routes • Organisation of drop off and picks to minimise impact on social distancing 	<ul style="list-style-type: none"> • As per changes to Govt. guidance groups going out on the bus will be able to access open spaces • SEN transport to be informed of the proposed rota. • Guidance put in every bus around hygiene when using the buses • Protocols for loading and unloading to be issued to contractors via SEN transport 	MANDY
PREMISES	<ul style="list-style-type: none"> • Circulation of increased numbers of people in school through corridors 	<ul style="list-style-type: none"> • Signage in corridors to encourage one-way circulation 	CORMAC / KATY

	<ul style="list-style-type: none"> • Maintaining cleaning regimes throughout the day for use of communal facilities • Sharing of outside spaces • Organisation of pupils coming in and out of the building 	<ul style="list-style-type: none"> • Signage on specialist rooms with guidance around social distancing and hygiene • Premises map to designate play areas, toilets and lunchtime spaces for each class group • Potential use of both entrances for exit and entry of pupils 	
HYGIENE	<ul style="list-style-type: none"> • Ensuring sufficient stocks of cleaning materials hygiene products are available • Enough PPE if required and matched to the guidance • Staff expectations on use of PPE 	<ul style="list-style-type: none"> • Temp checks will be maintained for all staff and pupils. • Daily cleaning routine maintained focused on toilet areas in particular • LA contacted to order additional facemasks if staff given the option to wear them. • School daily risk assessment remains in place (copy in every room) 	PAUL
CURRICULUM	<ul style="list-style-type: none"> • Maintaining distance learning for those still at home • Pupils unaccustomed to challenge stamina for staying on task. • Loss of key skills, communication, social interaction, • Mental health and well being • Interaction with peers sharing challenge turn taking • Existing curriculum initiatives can't be completed • Reporting to parents • Maintaining remote learning for pupils who are off whilst teachers are in on a full time rota. 	<ul style="list-style-type: none"> • A 'recovery' curriculum put in place focused on key headings. Teaching staff to add activities and resources via shared drive • Key objectives for returning pupils defined • Plan for the continuation of existing curriculum framework activity. • Assessment and reports to be completed as normal to the best of our ability • Annual reviews to continue 	BEN / KATY
TIMETABLING	<ul style="list-style-type: none"> • Outside spaces • Specialist rooms including hydro and rebound facilities • Length of the school day • Arrival and departure of pupils. • Breaks and lunchtimes • Provision of PPA if requested 	<ul style="list-style-type: none"> • Existing hydro timetable to run on. • Timetable for specialist rooms to be redone • Confirm the length of the school day (2.45pm finish) facilitates PPA and additional cleaning 	BEN/CORMAC
SAFEGUARDING	<ul style="list-style-type: none"> • Being aware of any safeguarding issues that have arisen during the partial closure. 	<ul style="list-style-type: none"> • Arrange a virtual Safeguarding team briefing and update 	PAUL

	<ul style="list-style-type: none">• Ensuring all safeguarding and pastoral logs are up to date• Ensuring all staff who need to know are up to date with all safeguarding and pastoral issues•	<ul style="list-style-type: none">• Disseminate any key information to relevant staff• Update all pastoral and safeguarding logs on pupils return.	
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