

ALLEYN'S RISK ASSESSMENT AND REGISTER (including Safeguarding and Health and Safety) : ADVENT RE-OPENING 2020

Codes	1	2	3	4	5	6
Impact	Insignificant	Minor	Moderate	Serious	Major	Catastrophic
Likelihood	Remote	Unlikely	Possible	Probable	Highly Probable	Certain

DESCRIPTION OF RISK (including how people might be harmed by them)	ACTIONS TO MITIGATE INHERENT RISK
RISKS RELATING TO ONSITE COVID TRANSMISSION	
Poor communications undermine safety measures and enable COVID transmission; school community not aware of guidelines; pupils/parents breach guidelines; poorly informed staff do not uphold necessary standards and protocols; track and trace procedure poorly understood	<ol style="list-style-type: none"> 1. Share government guidance for parents with parent body emphasising the System of Controls on prevention and response to any infection on web and via AP 2. Emphasise that no pupil or staff member can come into school with coronavirus symptoms/tested positive in last 10 days 3. Point out need for respect for government guidance 4. Share government guidance for school with staff 5. Staff working on site to be sent specific guidance as relates to them from this risk assessment 6. Parents to be sent appropriate guidance (eg COVID first aid policy, basis of RA) to reassure, inform and protect their children 7. Pupils to be sent guidance before returning to school and receive ongoing reminders from staff on school site on the Hub 8. Staff to be given additional guidance regarding changes to structure of day, timetabling, etc 9. Staff to have an inset session before pupils return to be briefed on, discuss and clarify all arrangements and their role in these 10. Written staff guidance – including risk assessment – to be distributed ahead of opening and contained on the Hub 11. Regular discussion at SMT meetings 12. Regular staff updates at weekly briefing and email communication 13. SMT to monitor upholding of arrangements and keep reminding staff in communications 14. Individual conversations can be arranged with any member of staff 15. Senior Deputy sent AP to parents about the operation of positive cases and the requirements for self-isolation with close contact 16. Headmaster alerted staff and parents to the launch of the NHS COVID-19 app in staff meeting and AP respectively 17. New approach in COVID policy addition from nurses about children with cold symptoms
Travel to and from school (pupils and staff) increases likelihood of COVID transmission on site	<ol style="list-style-type: none"> 1. Given the high percentage of pupils travelling to/from school on the FCS, staggered start times are not possible, however steps below aim to mitigate risk 2. Parents, pupils and staff written to beforehand with key safety in travel messages – following government and TfL guidance – information on website and by AP 3. Pupils and staff encouraged to walk or cycle where possible 4. Parents alerted to check government guidance on public transport 5. More bike racks to be constructed 6. Parents discouraged from leaving car if dropping off or collecting, and asked to park far away from gates 7. Social distancing outside school promoted through markings for transit

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	<ol style="list-style-type: none"> 8. Different school gates for different sections of the Schools to achieve the effect of a staggered arrival time; Parents, pupils and staff informed on specific entrances to be used by different groups of pupils 9. Pupils and staff to wash hands at arrival and before departure with water and/or hand sanitisers 10. Signage on removal and safe disposal of face masks at school entrance (if these have been used on public transport) - Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands or sanitise immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom 11. Face coverings to be used by staff in transit within the buildings and at busy times and in year group assemblies; supply of face coverings for staff or pupils who arrive without 12. Foundation Coach service operators follow specific guidelines on hygiene, spacing, and grouping of pupils. Separate communication to coach service users. Risk assessment obtained from all coach operators and coordinated by FCS
<p>Poor personal hygiene enables COVID transmission</p>	<ol style="list-style-type: none"> 1. Personal hygiene messages to be shared with pupils, staff and parents 2. Pupils instructed to clean/sanitise hands regularly, and at least when they arrive at school, when they return from breaks, when they change rooms and before and after eating 3. Hydration stations being set up in strategic areas of the site 4. Encourage proper 20-second handwashing/sanitising 5. Messages given about not touching eyes, mouths and noses 6. Respiratory hygiene promoted: catch it, bin it, kill it 7. Wipes available in all classrooms – pupils to clean area on arrival AP 8. Tissues into rubbish bins not recycling bins 9. Hand sanitisers in all classrooms and key communal areas; staff to encourage safe and correct usage 10. Signage around school and in classrooms to promote good personal hygiene 11. Consideration of winter uniform advice communicated to pupils and parents
<p>Mixing of pupils with other pupils, outside of year group bubbles, and with staff facilitates COVID transmission</p>	<ol style="list-style-type: none"> 1. Applying the 'bubbling' approach to social distancing for Y7-13, given age of children and the needs of the curriculum 2. Use of different entrances by different sections of pupils to reduce main entrance congestion following advice to parents and pupils about travel (JS entrance; LS entrance Y7-8; main entrance, different gates Y9, 10, 11 one gate and Yr 12,13 a separate gate) 3. Signs encourage social distancing when entering school 4. Visually prominent sanitiser and hydration stations placed around school for sanitising 5. Bike racks spaced round the campus increased spaces over summer for more cycling to school

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	<ol style="list-style-type: none"> 6. Brief transitory passing in corridors and stairs considered low risk and one-system in operation where necessary (science block stairs, lower school stairs) timetable and rooming constructed to enable safest transit around the site and preserve the year bubble 7. Ensure the best and safest ventilation in rooms – fire door closers purchased to enable automatic door closing on fire alarm – otherwise doors stay open; Rooms to be as well ventilated as possible with automatic fire doorstops aiding the opening of classrooms door to encourage peak ventilation 8. Ensuring all windows able to be opened are safely opened 9. Music school and other creative areas to be checked each day for satisfactory ventilation 10. Desks arranged in rows and 2m spacing between pupils and staff desk/Clevertouch board. 11. Pupils to remain within their year group bubble consistently – with teaching groups arranged in the LS and MS for consistent teaching groups in M, Science and English, and different parts of the campus used for specific year group teaching 12. Timetable adjusted to minimise travel of pupils between rooms where practical 13. Staff to maintain social distance at front of room – rooms marked with distancing tape 14. Staff provided with PPE (visor) should they need to approach pupils closer than 2m and wish to wear one. Wearing of a face covering in accordance with government guidance. If dealing with a symptomatic child, staff call the Nurse who will wear PPE 15. Key public areas have screens installed (eg Reception, Library) 16. Bubbles to congregate in separate areas at break times as far as possible using dedicated areas of fields and grounds 17. Pupils clearly briefed about expectations and rules; staff to supervise to ensure social distancing is maintained during break times 18. Staggered break locations and two lunch sittings to reduce possible mixing of groups 19. Adopt signage system to avoid congestion and encourage safe transit 20. Use of tape/signage to indicate travel direction and the need for distancing 21. Assemblies and other large gatherings restricted to one year group bubble only with space between pupils, in suitable venue; assemblies also delivered online to pupils in classrooms 22. Limits on number of children going to toilets at any one time. Signage to indicate. Regular cleaning of toilets. Different groups will have allocated toilets but may be shared with another group bubble; but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet 23. More frequent cleaning of rooms/shared areas that are used by different groups (dining hall, MCT after assemblies) 24. Frequently touched surfaces being cleaned more often than normal (door handles, toilets/washrooms) 25. Co-curricular provision should maintain bubbles, and adopt relevant guidance from DfE or sport governing bodies
Subject or activity-specific increased risk of COVID transmission	<ol style="list-style-type: none"> 1. Music: Lessons or activities involving playing wind or brass instruments, shouting or singing should only take place in appropriate space – possibly even outside. Groups limited to no more than 15. Pupils positioned back to back or side to side.

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	<p>Avoid sharing of instruments and ensure good ventilation when these activities must take place inside, and ensure physical distancing. Current guidance does not allow singing, wind and brass playing in larger groups including assemblies.</p> <ol style="list-style-type: none"> 2. Drama/Dance: shouting should be avoided; pupils should social distance wherever possible. Staff should social distance from pupils at all times. Rehearsals should follow the established bubbles wherever possible, or else use small consistent groups where this is not possible 3. Sport: Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not. Sport governing bodies advice can be used to guide. No fixtures with other schools planned for the beginning of term 4. Other practical subjects (Sciences, F&N, Art, DT): appropriate cleaning of equipment before use by pupils in a different bubble. Issue of clothing for Art, F&N and DT See SMT 5. All Departments have produced a specific RA for their subject
Inadequate toilet protocols enables COVID transmission	<ol style="list-style-type: none"> 1. See above 2. Limited numbers of pupils using toilets at any time (enforced by signage on the door) 3. Signage and posters with key hygiene messages 4. Toilets to be regularly cleaned through the day
Sharing of resources enables COVID transmission	<ol style="list-style-type: none"> 1. Reduce unnecessary sharing of door handles by having doors kept open where possible. Fire regulation compliant door guards to be fitted. 2. Pupils to have own learning resources and avoid any sharing of equipment/stationery (See issue in Art, F&N, DT) 3. Pupils advised to limit the amount of equipment they bring into school each day, to essentials such as tablet device, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. 4. Pupils to wipe down desks and chairs and learning materials on their arrival in rooms 5. Classroom-based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. 6. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 7. Each classroom to have a 'hygiene pack' of basic PPE and cleaning materials. Teachers and admin staff, with support from premises staff, will check and replenish these 8. Teachers to clean hands and surfaces, before and after pupil sessions

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Inadequate cleaning regime enables COVID transmission during the day or to cleaners	<ol style="list-style-type: none"> 1. Deep clean of premises before reopening 2. Cleaners trained to follow government COVID cleaning advice 3. Define and implement an enhanced cleaning schedule 4. Appropriate PPE for cleaners, e.g. gloves and safe cleaning, disposal and removal methods for these 5. Additional cleaning of touch points through the day, e.g. handles, touch screens – see keyboards 6. Bins for tissues to be emptied through the day 7. Bursary to ensure sufficient orders and supplies of hygiene materials
Safety around food and drink. Pupils/staff susceptible due to greater transmission risk	<ol style="list-style-type: none"> 1. Caterers advised to comply with DfE “guidance for food businesses on coronavirus (COVID-19)”. 2. Communication with parents, pupils and staff on arrangements beforehand 3. Pupils sit in bubbles regular cleaning between groups with timetable facilitating staggered starts by year bubble– see CMM document 4. Pupils to clean hands prior to eating 5. Pupils informed about waste protocol 6. Staff supervise area where groups take staggered lunch break to ensure pupils stay in bubbles 7. Separate dining area for staff allowing for suitable social distancing 8. Screens in place at food serving areas 9. Pupils are NOT allowed to eat inside classrooms – clear rule displayed in all classrooms
Visitors transmit COVID into School	<ol style="list-style-type: none"> 1. Minimise visitors where possible. Check whether absolutely essential (eg parent meetings of a serious pastoral, safeguarding or disciplinary nature), or whether they can be postponed or whether business can be conducted remotely. 2. Visitors to the School should be pre-booked and communicated. Guidelines on fitness to be present communicated in advance? 3. All visitors to receive, sign and give in at the Lodge a declaration form of fitness to be present 4. Meeting venues and arrangements to allow for social distancing. Meetings to take place either outside or in a suitably sized room depending on the number of attendees, with adequate ventilation (eg the Boardroom or EA23-25).
Contractors transmit COVID	<ol style="list-style-type: none"> 1. Contractors and deliveries to social distance and ensure contractors are aware of responsibilities and giving them a briefing on arrival, covering hygiene and social distancing 2. Check by Bursary staff to ensure contractor compliance with School’s provision and requirements
COVID transmission in staff areas where social distancing and resource-sharing protocols not followed	<ol style="list-style-type: none"> 1. Staff to maintain social distance in staff room or other staff areas. Promote through posters and appropriately spaced furniture and direction in inset briefing. 2. All offices have a ‘maximum number’ displayed on door to maintain 2m distancing 3. Social distancing to be maintained in shared offices. Promote through communication with HoDs and staff, posters and appropriately spaced furniture. Use of screens where necessary in key public spaces (eg Reception, Library)

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	4. Staff only to go to rooms where work demands, and to use dedicated space for work or downtime
COVID transmission between staff and pupils at areas such as Reception, administrator offices	<ol style="list-style-type: none"> 1. Screen at reception and floor signage to encourage distancing 2. Signage to indicate to pupils where offices are out of bounds to them 3. LS, MS and US administrator's offices to be rearranged to allow for social distancing
Adapted lessons introduce new risks relating to transmission	<ol style="list-style-type: none"> 1. Identify new risks while making lesson plans and create new risk assessments for lessons 2. Heads of Department write risk assessment for their subject and area of the School 3. These risk assessments will be shared with staff during inset departmental sessions
Educational visits increase the risk of COVID transmission to pupils and staff	<ol style="list-style-type: none"> 1. Follow DfE guidance (currently advises against domestic overnight and overseas educational visits) 2. Non-overnight domestic educational visits should be done in line with pupil bubbles and the COVID-secure measures in place at the destination (which should be checked in advance of the visit) and only with permission by SMT 3. As normal, undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely including control measures and with due regard to current government guidance on visiting indoor and outdoor venues 4. No hosting of on-site outreach or admissions events, until SMT judge risk to be low enough
FIRST AID / MEDICAL	
Inadequate first aid provision enables COVID transmission and non-identification of COVID victims	<ol style="list-style-type: none"> 1. Clear statement of public health advice and systems of control as required in the DfE guidance, explaining the stay at home rules and the hygiene regime plus test and trace engagement 2. Full time nurse to be present in the school 3. COVID-19 First Aid policy to be followed and explained to staff 4. Pupils, staff and parents able to refer to nurse for advice 5. Nurse to be aware of appropriate protocols for treating suspected COVID symptoms and aware of appropriate reporting channels 6. Nurse to be aware of pupils with pre-existing medical conditions 7. Nurses to have lists of all pupils onsite each day 8. Nurse to encourage staff and pupil testing if they become ill with COVID so as to inform return to school or action to protect their group 9. Appropriate PPE equipment available to nurse for treating suspected COVID symptoms, including disposable gloves, aprons, and surgical masks. There is also a supply of N95 masks and visors for use in acute cases of suspected COVID. 10. Nurse to wear PPE in case of need for any intimate care 11. A room (portacabin) designated as an isolation room - for pupils and any staff Senior or Junior Schools - to reduce transmission, away from Nurses room. Window opened for ventilation. Isolated pupils use outside toilet adjacent to portacabin which is cleaned and disinfected using standard cleaning products before being used by anyone else.

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	<ol style="list-style-type: none"> 12. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. 13. PPE supplies checked and replenished by Bursary 14. Nurses to update when necessary and share with staff the COVID first aid policy
Spillages of bodily fluids facilitate COVID transmission	<ol style="list-style-type: none"> 1. Cleaning to follow government guidance and the COVID first aid policy 2. Children and staff (of both Senior and Junior Schools) in group to move to spare isolation classroom 3. Toilet available only for symptomatic children to use while awaiting collection
Poor management of confirmed cases amongst staff or pupils enables COVID transmission	<ol style="list-style-type: none"> 1. Follow COVID first aid policy written by Nurses 2. Staff trained on procedure when suspected case or positive result occurs 3. Sen Dep Head and Nurses to create and maintain an internal school action plan of what to do following a positive case. This will be informed by school's existing Critical Incident Plan, ongoing updates from DfE and school experience 4. Sen Dep Head to contact the DfE helpline immediately school becomes aware of a positive test amongst pupils or staff and liaise with local health protection team if directed to do so 5. Sen Dep Head and Nurses, to work with DfE (and health protection team if required) to determine and carry out actions, ie sending home those who have been in close contact with person testing positive 6. Headmaster or Sen Dep Head to communicate more widely with staff or parents as necessary 7. Names or details of those with COVID are not to be shared unless essential to protect others 8. Teaching staff and – where applicable – co-curricular staff to record seating plans of all classes to inform communications with DfE 9. Look into testing kits for staff – 20 testing kits for pupils being sent by PHE
Contact from COVID carriers leads to COVID transmission	<ol style="list-style-type: none"> 1. Those known to have COVID symptoms or have someone in their household who does, should not attend and follow stay at home guidance 2. Communications with parents to remind
HAZARDS RELATING TO SAFEGUARDING/PUPIL AND STAFF WELFARE	
Normally robust safeguarding culture diluted or not followed	<ol style="list-style-type: none"> 1. A DSL or DDSL will be on site each day and accessible to all 2. Parents and staff to be reminded of the above 3. On site staff to be aware of possible anxiety of returning children as well as separation anxiety between children in different groups 4. Normal onsite registration and absence reporting procedures to be followed and any unexplained absence to be followed up

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<p>Fear/anxiety over attending school leads to attendance issues</p>	<ol style="list-style-type: none"> 1. Parents reminded of their duty to ensure that their child attends regularly at school 2. Follow DfE guidance to record attendance and follow up absence 3. Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic 4. Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 5. Support through remote provision those pupils who are unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) 6. Remind parents that all other pupils must attend school. If parents of pupils with significant risk factors are concerned, provide reassurance of the measures in place to reduce the risk in school. Explain that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc)
<p>Pastoral, behavioural and safeguarding issues become apparent when pupils return to school</p>	<ol style="list-style-type: none"> 1. Safeguarding policy revised in line with new KCSIE guidance (Sept 2020) and the coronavirus (COVID-19): safeguarding in schools, colleges and other providers' guidance 2. Pastoral staff experienced and will judge whether pupils exhibit a normal response to an abnormal situation and aware that some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. 3. Head of PSICHE to read and incorporate DfE training module teaching about mental wellbeing 4. Nurses and Counsellors to advise on providing support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; support for pupils with additional and complex health needs; supporting vulnerable children and keeping children safe 5. Pupils reminded of behaviour expectations at the start of term and code of conduct adjusted to incorporate restrictions on movement within school and new hygiene rules. 6. SEND pupils to be monitored by pastoral staff to check they have full educational and care support 7. Designated Safeguarding Lead (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies 8. Continued good communication with school nurses and counsellors to support pupil wellbeing; fortnightly safeguarding meetings continue and weekly briefing of HM by DSL

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Fear/anxiety caused by return to school causing negative mental health effects (staff, pupils, parents)	<ol style="list-style-type: none"> 1. In planning and communications, base information on most recent government guidance 2. Identify any specific concerns that employees, pupils, and/or parents may have, using communication, and address these concerns where possible 3. Make reasonable adjustments where possible to alleviate concerns on a case-by-case basis, taking into account ONS information about clinically vulnerable groups, including members of staff from the BAME community, those in certain age groups and those with underlying medical conditions
Adapting to new routines, timetables, school environment and social distancing causes anxiety, stress and mental health issues	<ol style="list-style-type: none"> 1. Staff to be made aware of such issues through staff meetings 2. Staff to plan reintegration activities upon return 3. Usual behaviour policy and expectations apply and these can be applied to specific requirements for social distancing and hygiene outlined elsewhere 4. Pupils to have pre-attendance briefing and follow-up with tutors to explain on first day 5. Signage to stay prominent in key areas to keep message consistent
Over-working of teaching staff and support staff	<ol style="list-style-type: none"> 1. Sen Dep Head continues to work closely with Head of HR in monitoring staff morale, reporting to Interim HM and Head of HR reporting to Bursar for support staff 2. Invitation in regular communication to all staff about passing on any work concerns
Parental complaint arising from pupils failing to adhere to social distancing measures	<ol style="list-style-type: none"> 1. Measures and expectations explained in initial communications with parents 2. Measures and expectations explained to pupils and staff 3. High level of staff supervision of pupils and 6 additional 'duty staff' for September initially 4. Usual communication with parents about pupil behaviour 5. Photographic evidence of measures taken to promote social distancing to be kept
Insufficient or inadequate pastoral provision for pupils during times of remote provision	<ol style="list-style-type: none"> 1. Form tutors, Housemasters, House tutors and Section Teams aware of pastoral needs of pupils 2. Use established arrangements for checking in with pupils via Teams chat posts 3. Other teachers leading groups are all familiar with the pupils and aware of needs 4. Section staff and Housemasters present to support or manage pastoral provision, as needed 5. Pastoral provision to be supported by SMT as per normal arrangements 6. Use of CPOMS to assist in pastoral awareness of relevant staff
SEND children's needs	<ol style="list-style-type: none"> 1. Head of Learning Support to lead on supporting pupils on SLD register on their return to school
RISKS TO OPERATION AND GOVERNANCE OF SCHOOL	
Inadequate pre-opening checks mean that buildings and resources are not ready at opening	<ol style="list-style-type: none"> 1. Under leadership of Bursar 2. Deep cleaning of school 3. Water testing for temperature, flow and legionella checks

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	<ol style="list-style-type: none"> 4. Fire alarm panel, system and extinguishers in date and serviced 5. Review of waste procedures 6. Kitchen equipment deep cleaned 7. Pest control services recorded, deficiencies identified and actioned 8. Heating system including fuel levels checked 9. Gas supply, venting and valves checked 10. Air conditioning ducts and units checked and reviewed 11. Ventilation through Lower School air management system which removes stale air as well as blowing in fresh and filtered air to each classroom 12. Electrical tests up-to-date including emergency lighting and PAT 13. Security including access control and intruder alarm systems School vehicles registered, insured, maintained and stocked with appropriate hygiene materials if used 14. Governor oversight with visit to site prior to re-opening of governor responsible for H&S; possible H&S committee meeting early in term.
Absence of key staff due to COVID or other illnesses	<ol style="list-style-type: none"> 1. Key staff (like all staff) to be alert to their own safety and report any symptoms 2. Staff to utilise testing service and be made aware by Nurse of the possibility to 3. Appropriate staffing levels planned and able to maintain provision with some staff absence. 4. Staff to work remotely if necessary following school policy 5. SMT deputies identified in the event that a member of SMT is unwell 6. Nurses to cover other nurses if duty nurse becomes unwell 7. Bursar/Head of HR to check any issues with support staff availability
Not maintaining the quality of educational and pastoral provision	<ol style="list-style-type: none"> 1. In case of further lockdown, lessons to be broadcast online – with guidance from CLH at the start of term 2. Staff have necessary IT equipment and guidance. Robust IT provision including Microsoft Teams and the Hub. 3. Staff reminded of cover arrangements in start of term INSET by Sen Dep Head
Insufficient executive oversight and management of planning reopening	<ol style="list-style-type: none"> 1. Re-opening working parties convened 2. Matters further examined by SMT as required 3. Project management roles defined and understood 4. Staff meeting and prior communication for staff involved scheduled for start of term Inset
Governing Board not having sufficient over-sight of executive decision-making and arrangements to confirm opening and review	<ol style="list-style-type: none"> 1. Governing Board and Education Committee to receive outline of plans and risk assessments before reopening 2. Governing Board and Education Committee to receive ongoing reviews of reopening progress 3. All mitigating measures to be photographed and recorded as evidence

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Fire evacuation and new fire hazards causing a fire incident	<ol style="list-style-type: none"> 1. Review fire risk in the light of changes to site and procedures 2. Site being checked for fire risk over summer 3. Staff to be briefed on evacuation procedures in area of school where they work inset 4. Staff to brief children on this procedure on first day back 5. Review staffing and fire knowledge on-site (adequate presence of fire wardens) 6. Refresh training as necessary and ensure all staff on site are aware of their responsibilities 7. Roll of staff and pupils onsite to be retained by admin staff 8. Ensure pupils who may be in an unfamiliar part of the School are reminded on what to do in the event, taking account of new location 9. Usual evacuation procedure in case of fire alarm sounding
Lack of appropriate insurance	<ol style="list-style-type: none"> 1. Bursary to share risk assessment with school insurers and ensure that all necessary information is provided and any requirements met
Poor control of reopening costs create financial risk	<ol style="list-style-type: none"> 1. Unfurloughing of staff to be approved by Bursary 2. Expenditure on equipment and materials to be within budget limit set, and may not vary without Bursary approval 3. Additional purchasing to be assessed in line with the needs and priorities outlined in the risk assessment
Shortage of onsite staff to enable re-opening of site and onsite educational provision	<ol style="list-style-type: none"> 1. Monitor staff absence on a daily basis. 2. Contingency timetable available in case of severe staff shortage, or some year groups to work remotely, or transfer to full remote working
Lack of awareness of local and national risk levels, guidance and advice leads to complacency or inadequate planning and protocols	<ol style="list-style-type: none"> 1. Nurse to check medical communication about R number and make SMT aware 2. HM PA to distribute government guidance as well as from other educational bodies 3. SMT to read guidance and distribute as required

Andy Skinnard, 04.10.20, Version 12

To be reviewed weekly

Risk Assessment is informed by the following:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> (28 Aug)

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

<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus>

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

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

<https://www.gov.uk/guidance/contacts-phe-health-protection-teams>

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>

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

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

<https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield>

<https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/>

<https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19>

ALLEYN'S RISK ASSESSMENT AND REGISTER (including Safeguarding and Health and Safety) : ADVENT RE-OPENING 2020

Codes	1	2	3	4	5	6
Impact	Insignificant	Minor	Moderate	Serious	Major	Catastrophic
Likelihood	Remote	Unlikely	Possible	Probable	Highly Probable	Certain

<https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm>

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm>

<https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/coronavirus-outbreak-faqs-what-you-can-and-cant-do/coronavirus-outbreak-faqs-what-you-can-and-cant-do>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

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Impact	Insignificant	Minor	Moderate	Serious	Major	Catastrophic
Likelihood	Remote	Unlikely	Possible	Probable	Highly Probable	Certain

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> (Aug 7)

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

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

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

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

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

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

ALLEYN'S RISK ASSESSMENT AND REGISTER (including Safeguarding and Health and Safety) : ADVENT RE-OPENING 2020

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Impact	Insignificant	Minor	Moderate	Serious	Major	Catastrophic
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