



NORHAM
HIGH SCHOOL
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Risk Reduction Strategy

**Norham High Schools Risk Assessment
to support increasing pupil numbers (Year 10)
during COVID-19 Pandemic**



Outcomes and intended impact of risk assessments:

Ultimately, our aim as a staff team is to agree ways in which we can significantly reduce the risk of transmission and infection of a virus (COVID-19) while safely increasing the number of pupils attending our school.

The purpose of any risk assessment is to identify and establish the risks associated with undertaking any specific activity or activities. Through completion of this specific COVID-19 risk assessment, all stakeholders are made fully aware of risks posed through increasing pupil numbers and activities associated with this. This enables us to actively and consistently apply / uphold actions identified that reduce risk. It is our aim to take every reasonable precaution and implement proportionate actions that reduce risks posed to staff and pupils as ultimately, health and wellbeing of ourselves, pupils and other stakeholders (including the community and their families) is the priority.

The risk assessment will be reviewed weekly, however, where it is believed we cannot reduce risks to acceptable levels or adversely increase risk through any unsafe practice, I will immediately review the risk assessment in consultation and collaboration with staff and trade unions so that we can alter and improve practice. You (our staff, pupils and other stakeholders) have the right to know that where practice cannot reduce risk to an appropriate level, we will reduce the number of Year 10 attending, possibly back to zero - in essence closing the provision if necessary. This may also be a requirement if we observe local increases in the “R” level. School closure is the ultimate fail safe as it completely eliminates risk rather than reducing it. As such, we would return to being a provision that caters only for the most vulnerable as we have been doing successfully for some time unless guidance indicates we require a complete closure.



Sharing our risk assessment with all stakeholders:

Our risk assessment / risk reduction strategy must be shared with all stakeholders. Together, we will ensure that communication of risks and the provision put in place to manage or reduce these risks is clear and transparent to all. We accept questions and look forward to feedback as challenge is what makes us think harder and thus be clearer about our practice which ultimately reduces risk further, keeping us safer.

Our risk assessment will, first and foremost, be reviewed by us – our staff team. We need to be satisfied it can reduce risk to acceptable or reasonable levels. At the same time, it will be shared with trade unions and the LA for consultation, collaboration and feedback – the aim is quite simply to ensure it is “fit for purpose”, that is, significantly reduces risk of COVID infection and transmission.

Finally, the risk assessment is shared with and approved by Governors before being shared with our wonderful parents / carers, Year 10 pupils and placed on our website for all to view, openly and transparently - this may support peers in reflecting on their own actions.

Reducing risk: a guide to using the risk assessment matrix to reduce risk for all

All parties must be clear that while the vast majority of other schools are increasing the number of pupils / staff in their building (recommended 25% at any one time), Norham is statistically small and significantly below the National Average size of secondary schools. As such, the number of pupils returning is by comparison to some schools, already very small indeed. This significantly reduces risk and makes our risk management easier to manage and sustain.

In order to manage and reduce risk, we must first establish the risk associated with using our premises during COVID-19. We must also establish the risk of all activities we plan to undertake.



To achieve this, we use a risk assessment matrix shown below and subsequently on page 4. By using the matrix, we can identify and calculate risk thus planning appropriate, reasonable and proportionate actions that reduce risk as much as possible.

To use the matrix, we simply multiply the **impact** of any risk (score 1 - 5) with the **probability** (chances) of that risk occurring (again, score 1-5) to calculate the overall perceived **risk rating**. Please see tables below for guidance on risk rating scores.

Key	
I	Impact
P	Probability
I X P	Risk rating



Impact		Probability (chances)	
Descriptor	Indicator	Descriptor	Indicator
5 (Major)	Major impact if realised	5 (Very likely)	Risk will emerge
4 (Significant)	Significant impact if realised	4 (Likely)	Risk should emerge
3 (Moderate)	Moderate impact if realised	3 (Unlikely)	Risk could emerge
2 (Minor)	Minor impact if realised	2 (Very unlikely)	Risk unlikely to emerge
1 (No significance)	No consequence if realised	1 (Impossible)	Risk will not emerge



Score	Risk description	Action required
25	Extreme risk	Immediate escalation to Headteacher for risk management activities
20 - 15	High risk	Actively manage risks and review each day
12 - 6	Medium risk	Take appropriate actions to minimise risks
5 and below	Low risk	Weekly review of risk and removal from register if deemed appropriate

- Example: Impact (4) X Probability (2) = $4 \times 2 = 8$ (score of 8 therefore equates to medium risk)

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Note that the risk rating takes into account the risk management actions that are put into place.

Risk description	I	Risk management / actions	P	Risk Rating	Lead
Virus is spread through pupil or staff body	5	<p>When increasing numbers of people in any one area the risk of infection increases. As such, the following actions are implemented and maintained to mitigate against this and reduce risk:</p> <ul style="list-style-type: none"> - All staff are individually responsible for following DFE guidelines, standards are maintained by TCO/JWM and duty SLT - Staff are able to work from home if their role does not require them to be in school. Some staff may choose to attend on a rotation basis (eg pastoral staff) Teachers will be on a rota as shown by our Yr 10 timetable (TCO) – this has a maximum expectation of 4 working days over a 5 week period. (Commencing June 15th) - Adults and pupils classed as clinically extremely vulnerable are not allowed to return to school (in line with DFE guidance). Support put in place to enable working from home where possible (SLE) - Where adults or pupils live with someone classed as clinically extremely vulnerable, they are allowed to return to school however TCO will review and agree this with staff on a case-by-case basis. For pupils, JPE will review this on a case-by-case basis and agree whether attendance is advised. - Adults and pupils classed as clinically vulnerable are allowed to return to school (in line with DFE guidance). Where working from home is possible this will be allowed. Again, staff may select to make a return to work but this will be limited by TCO. Eg Maximum one member of pastoral team per day. - Where individuals have been provided with medical advice / letter that they should not return to work, this should be followed. Individual concerns should be raised with the Head Teacher (TCO) who has conducted a staff survey to help identify and manage risk posed to individuals and remove staff from an “in-school” rota. - Where adults or pupils live with someone classed as clinically vulnerable, they are allowed to return to school. If there are specific reasons to suggest this is not appropriate (as raised in our staff survey) TCO will discuss with individuals and agree 	2	2X5 =10	TCO/JWM



	<ul style="list-style-type: none">a safe working pattern which may include working from home.- Where individuals choose to complete a role in school that does not support social distancing, individual risk assessments will be completed. While at this time it is not necessary to do this (eg for some of our high need Y10), risk assessments will be created with staff who may have increased risk due to undertaking such activities.- Appropriate options will be considered to support employees to work from home including provision of equipment and temporary changes of role where required. Again this will be completed in collaboration with individuals and only where required through discussions with TCO.- This will be prioritised for those who fall into the groups identified by the Government / DfE as described above (TCO / SLE)- Flexible working hours will be implemented to support staff who may use public transport to go to and from work or who have child care commitments that limit their ability to work at certain times. This will be discussed and agreed with individuals on a case-by-case basis. (TCO)- Staff who work from home should continue to follow the homeworking guidance issued by the HSE: https://www.hse.gov.uk/toolbox/workers/home.htm <p>Nationally and since the beginning of the pandemic / UK outbreak, maintaining good hygiene and social distancing has been a key factor in reducing risk of transmission and infection as such, we ensure the following:</p> <ul style="list-style-type: none">- In the event of having to administer First Aid that results in breaking social distancing, the First Aider must wear the provided PPE to protect themselves and the person undertaking treatment.- Strict adherence to social distancing in labs / classrooms including staggered entry / exit to and from the building. There is no need to manage such distancing during lunch / break with pupils as these have been eliminated through a creative rotational timetable. As for staff, eating of lunch (where staff are required to work am / pm) is encouraged to take place outside (socially distanced and cleaned benches), the Science Prep room (cleaned before and after) and the staff room.- The staff room may be used as this provides fresh drinking water and a refrigerator to			
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	<p>keep lunches cool. To minimise risk of transmission / infection in this area, hand sanitiser, cleaning equipment and disposable towels with pedal bin will be provided for use. (Eg, use paper towel to operate drinking water tap / open fridge)</p> <ul style="list-style-type: none">- The timetable has been designed so that Year 10 pupils and staff can be divided into groups (bubbles). Each group has a maximum of 9 pupils however, timetable organisation may facilitate group sizes as small as 4.- Lab / Classrooms organised so that pupils and staff can maintain a 2m social distancing radius, pupils fill labs from the rear and sit in a saw tooth profile to maximise social distancing – attendance is limited to a maximum of 2hrs. (TCO / GHE and individual staff)- One way operation system put in place across school site (GHE) as described in staff protocols.- Timetable minimises staff and pupil movement around the school limiting pupils to a maximum of 1X 2hr session per day- Allocation of specific toilet facilities to staff (lower level by reception) and pupils (CRB toilet for LRC pupils), science toilets or disabled toilet exclusively for any person who starts to display symptoms while in school.- Daily schedule planned and agreed for cleaning of rooms and facilities (GHE)- Hand cleaning materials to be provided to pupils and staff each day (ATA / GHE), this includes hand cleaning stations for all pupils (Year 10) entering labs who wash, dry and sterilise hands / forearms / elbows. Vulnerable / key worker pupils entering via LRC use hand sanitiser on hands / forearms / elbows.- Posters used to reinforce new protocols and good hygiene (ATA / GHE)- Removal / movement of furnishings from classrooms that are not needed and could result in transmission of the virus. These items are stored safely (GHE)- Clear timetable and protocol for staff and pupils arriving and leaving school so pupil mixing does not occur – see staff protocols (TCO)- Staff to report concerns and risks to duty senior leaders via sterilised radio (All)- Amendments to behaviour policy to be complete (JWM / JPE)- H&S Policy reviewed and updated as appropriate, to include staff protocols and final risk assessment (SLE)- Clear protocols, seating plans and moved furnishings developed for pupils and staff to maintain social distancing, good hygiene and minimise risk of infection. For example,			
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		<p>teaching staff remain at front of lab / LRC while pupils enter / exit – this is managed / supported by duty SLT (TCO)</p> <ul style="list-style-type: none"> - Communication of staff and pupil protocols to staff, pupils and parents and carers (TCO and teaching staff, JWM / JPE to create and share Pupil Protocols via word doc and powerpoint slide) - Risk assessments reviewed and submitted to LA for all EHCP pupils whether returning to school or choosing to remain at home (NHE / HWE / JWM) - SENDCo and ARP Manager will be on site or available by telephone if working from home (NHE) - Pastoral staff all provided with school phone to support working from home, numbers shared with parents / carers to increase level of contact and support 			
Virus is spread through Yr10 and teachers delivering lessons	5	<ul style="list-style-type: none"> - DFE guidance followed (maximum of 25% of cohort in school at any one time - TBC) (TCO/JWM) - Entry / exit procedure maintains social distancing and significantly decreases risk of infection as fire doors are used at science for entry exit. As such, a maximum of 9 pupils will enter through any one set of doors (TCO – see staff protocol) - Limited mixing is permitted with strict control measures and social distancing (staggered start / finish time) and therefore a limited timetable (shared with staff in May) will be put into place that will allow pupils to have a period of time with each of their examination group teachers. This will be a maximum of four days of contact over a five-week period to ensure that we can be confident that our control measures are protecting everyone. - While home learning remains the primary learning model for all other pupils, Year 10 have a substantial amount of time in school (approximately 40% over a 3 week period). As such, it is critical Y10 pupils / parents / carers report any issues related to COVID-19 immediately to JPE and TCO - Continue to provide high quality home learning support (DJE / RST / JRO / CL's) - Communication of actions to parents and staff (JWM/JWM) 	2	2X5 = 10	TCO/JWM



<p>Ineffective communication of risk management actions results in staff or pupils compromising health of others, as such, the risk assessment has been summarised for Year 10 via a letter and subsequent survey and a staff protocols handbook</p>	5	<ul style="list-style-type: none"> - Daily review of DFE guidance (TCO/JWM) – bulletin shared with staff - Weekly Governor, staff and pupil / parental / carer bulletin (SLE) - Communication of risk management actions to staff in school where there was a need to modify actions or risk increased (dynamic risk assessment completed – TCO/ duty SLT) - Information, school COVID-19 procedures and roles/responsibilities to be clearly communicated with all staff so they are aware of what they need to do and how they need to do it (TCO/JWM) - Monitoring and daily review of site provision and adhere to protocols (site leader and TCO/JWM) - Clear protocols for pupil entry / exit and actions in class shared in advance and at start of lesson by individual teachers 	2	5x2 = 10	JWM
<p>Pupils and staff exposed to virus on school trips or events</p>	5	<ul style="list-style-type: none"> - All school trips and events e.g. sporting fixtures are cancelled for the remainder of the academic year (JPE) - School will monitor situation and Foreign Office advice in relation to trips/events for next academic year (SLE / ATA) 	1	5x1 = 5	ATA / SLE
<p>Virus is spread to pupils and staff through use of facilities and equipment e.g. desks, equipment, school vehicles etc</p>	5	<ul style="list-style-type: none"> - Site has deep clean each half term (ATA / GHE), this includes the use of fogging - Daily cleaning of facilities that pupils and staff use (SLE / GHE) - All surfaces that can be cleaned with soap / water (eg labs) are done so, this is followed by drying with disposable towel before disinfecting the surface (GHE). This 2 step procedure ensures maximum viral breakdown as soap is known to initiate breakdown with disinfectant then accelerating this. - Other surfaces (eg mouse / keyboard / door handle) are wiped down with usual school cleaning products and disposable paper towel which is disposed of in pedal bins. - No sprays have to be used at any time for the direct cleaning of surfaces, sprays must be sprayed directly on to cloth / wipe which is used to clean a surface as sprays can cause viral particles to leave a surface and enter the air increasing possibility of transmission / infection. (GHE – all cleaning staff) - Pupil bubble and staff member is limited to one room (TCO) so staff have one work 	2	5x2 = 10	ATA



		<ul style="list-style-type: none"> station which is cleaned at the end of each day (SLE / GHE) - Pupils are provided with new equipment and then bring this with them on subsequent days (JPE / JWM) - School vehicle use should not be necessary, if it is required, if it is, this is risk assessed on a need by need basis and cleaned as required (SLE) - Doors to be unlocked and opened by GHE, fire doors and windows to be opened by GHE and supervised by staff at all times. - A supply of hand sanitiser (at least 60% alcohol) to be carried in all vehicles (driver packs) to enable employees/pupils to sanitise their hands regularly (SLE) 			
Virus is spread through home visits	5	<ul style="list-style-type: none"> - Home visits should only occur where a safeguarding issue has been raised (JWM), in such instances staff will not enter the family home and instead make contact via socially distanced visit at front door. (in the vast majority if not all cases, contact has been maintained via school mobile while video pilots are underway) (JPE) - Should a home visit result in escalation of safeguarding, for example, a child cannot be physically seen / appears missing in education or appears to have visible distress / harm, all standard safeguarding procedures and revised addendum are followed, JPE / JWM will make a decision as to following actions eg contact of social services or phone call to Police (101 or 999) 	2	5x2 = 10	JWM
Virus is spread through catering provision	5	<ul style="list-style-type: none"> - There is no catering taking place in school for on-site provision. All pupils receive food vouchers (national strategy) and additional food parcels where need has been identified. - 	1	5x1 = 5	JPE
Virus is spread through pupils traveling to and from school.	5	<ul style="list-style-type: none"> - In the unlikely event that the school mini-bus service is to be used, social distancing measures will be put in place and the providers risk assessment to be reviewed by SLE and JPE to ensure it is fit for purpose – concerns raised with TCO - Communication of dangers to children and parents / carers both in school and via an addendum to the school Behaviour Policy (JWM / JPE) 	3	5x3 = 15	JWM
Virus is spread through the mixing of	5	<ul style="list-style-type: none"> - DFE guidance followed (TCO) 	2	5x2 = 10	TCO



staff.		<ul style="list-style-type: none"> - Staff Protocol issued with staff restricted to areas highlighted, cleaning equipment and protective measures implemented by staff as individuals responsible for additional care eg use paper towel to operate drinking water tap or clean with disinfectant before / after use (SLE / GHE) - Staffroom reorganised to take into account social distancing measures (GHE) - Posters to remind staff of good hygiene and social distancing measures (SLE / GHE) - Meetings to be held via Google Meet or Zoom, unnecessary meetings cancelled (TCO / DLA) - Offices to be reorganised where they do not meet social distancing guidance or staff restrictions put in place eg one pastoral leader per day / at a time in the pastoral office (organised through daily rota) (JWM) - Workstations assigned to one person was already implemented in the office environment and will be maintained, staff wipe down (sterilised) before and after use but these are also cleaned by site / cleaning staff at the end of the day (tracked and logged by GHE) - A daily register is kept of each group including all staff/external staff who have been working with them (JPE / JWM for external visitors which are limited, GHE) 			
Virus is spread through people visiting the school.	5	<ul style="list-style-type: none"> - Facilities adapted to protect staff who are likely to come into contact with visitors e.g. PPE at reception (GHE) - Visitor Protocol put in place (SLE / GHE) - Communicate with any contractors (e.g. Facilities Management, catering staff, cleaning staff, suppliers etc to ensure they are aware of the arrangements to follow on site) (GHE) 	2	5x2 = 10	ATA / SLE
First aid arrangements are inadequate	5	<ul style="list-style-type: none"> - First aid risk assessment has been reviewed in line with current operations (SLE) - First aider training schedule and certification to be reviewed and online training to be organised where required to ensure we are compliant upon return / full school opening (SLE) - First aiders required to break social distancing to protect pupils / staff wash their hands before and immediately after contact, they also wear PPE provided, this is compulsory (SLE / First Aider on rotation) 	2	2x5 = 10	JPE /SLE



		<ul style="list-style-type: none"> - PPE includes single use gloves, apron, fluid resistant face mask and eye protection) regardless of whether there is a risk of being splashed with any body fluid (SLE) 			
Inadequate premises management results in spread of virus	5	<ul style="list-style-type: none"> - DFE guidance followed (TCO/JWM) - H&S checklist completed before 15th June and shared with all staff (in google drive) this is reviewed each day by duty SLT before staff / pupils arrive and during participation as teaching proceeds (TC and duty SLT) - Ensure equipment and services including gas equipment, fire safety related equipment, water hygiene testing and equipment have been inspected/tested as necessary (GHE). This includes a full system chlorine flush if required. - Seek advice from the air conditioning engineers as to whether any adjustments are required to the system in line with COVID-19 guidance should such equipment be required for use (GHE) - Fire emergency procedures have been reviewed and amended (where necessary). A new fire drill plan has will be issued for each room in use (SLE) - Regular review of site arrangements (TCO / duty SLT and GHE -Site Manager) 	2	10	ATA
Virus is spread through school deliveries	5	<ul style="list-style-type: none"> - Only essential items are ordered (ATA) - Personal non-work-related items are not delivered to school (ATA) - Visitor Protocols (GHE) - Staff wash their hands before and after handling deliveries – only site staff (caretakers) or network manager handle deliveries (GHE / SGO) - Wherever possible delivery drivers do not enter the school building and are dropped at reception entrance (GHE) - Timing of deliveries amended in line with new operating hours (GHE) 	2	5x2 = 10	ATA
School does not follow DFE guidance relating to COVID-19.	5	<ul style="list-style-type: none"> - Review daily DFE guidance (TCO/JWM) - QA and monitor actions put in place (TCO / JWM and duty SLT) - Process in place for staff to report concerns and risks to duty staff / senior leaders (JWM) 	2	5x2 = 10	TCO/JWM



Practical application of DFE guidance is weak.	5	<ul style="list-style-type: none"> - QA and monitor actions put in place (TCO) 	2	5x2 = 10	TCO/JWM
Pupils do not adhere to protocols including social distancing	5	<ul style="list-style-type: none"> - Regular monitoring of classrooms and school site (duty SLT and individual staff) - Revision / addendum to behaviour policy and communication of this to parents, pupils and staff (JWM / JPE) - Pupil protocols communicated to parents, pupils and staff (JWM). - Process put into place for staff to report concerns and risks to senior leaders (TCO) - Incidents involving violent/aggressive behaviour including spitting are reported to the Health and Safety Team via HSE incident form (on the staff shared area) (JPE / SLE) - A daily register is kept of each group including all staff/external staff who have been working with them (JWM) - Risk assessments are in place for pupils with known challenging behaviour and are reviewed as necessary (JWM) 	2	5x2 = 10	JWM
Families do not adhere to Government guidance relating to isolation and/or shielding.	5	<ul style="list-style-type: none"> - Staff protocol for identification and isolation of pupils who are ill or displaying symptoms is followed eg isolation in ventilated room (attendance office) and procedures followed by duty SLT including contact with families of pupils present in the bubble - Follow DFE guidelines relating to illness within pupil bubbles (JWM) - Process in place for staff to report concerns and risks to duty SLT / senior leaders via radio – see staff protocols (JWM) - Y10 surveyed on recent activities and advised not to attend public gatherings such as protests unless social distancing can be guaranteed. If evidence suggests social distancing was broken, pupils not allowed to attend school for period of 7 days. 	2	5x2 = 10	JWM
Staff do not adhere to Government guidance relating to isolation and/or shielding	5	<ul style="list-style-type: none"> - Line management monitoring of staff wellbeing (TCO/JWM / DLA / DJE and CL's) - Follow DFE guidelines relating to illness within pupil / staff group (JWM) - Process in place for staff to report concerns and risks to senior leaders (JWM) - Staff surveyed on recent activities and advised not to attend public gatherings such as protests unless social distancing can be guaranteed. If evidence suggests social distancing was broken, staff will not be allowed to attend school for period of 7 days. 	2	5x2 = 10	JWM



		The Head has however made it clear to staff that it is their moral, ethical and professional responsibility to ensure they socially distance outside of school.			
Pupils become unwell at school with suspected COVID-19. This includes showing symptoms.	5	<ul style="list-style-type: none"> - Follow DFE guidance and agreed staff protocol which includes pupil isolation and collection by parent / carer (JWM), where possible, isolation will be external to main building and supervised, if this is not possible, attendance room used solely for the purpose of isolation. - Ensure PPE available for staff involved with or supporting the isolation area (SLE) as described in staff protocol, this includes staff socially distancing them self from pupils – pupil places fluid resistant mask on to limit transfer of viral particles and washes hands / forearms immediately in disable toilet (TCO) - Staff and pupil protocol followed (JWM) - Cleaning procedures implemented where isolation room and disabled toilet (if used by symptomatic person) are cleaned immediately after use. (GHE) 	2	5X 2 = 10	JWM
Staff become unwell at school with suspected COVID-19. This includes showing symptoms.	5	<ul style="list-style-type: none"> - Follow DFE guidance (JWM) - Where possible, staff member will proceed immediately to external area of main building and passively supervised to ensure welfare of staff. If external area is not available (eg due to weather), attendance room used solely for the purpose of isolation while staff member rests. - Ensure PPE available and isolation area until staff member can leave or be collected (SLE), staff member places fluid resistant mask on immediately to limit transmission of air born viral particles and use disabled toilet to wash hands / forearms. - Staff protocol followed (TCO) - Cleaning procedures implemented where isolation room and disabled toilet (if used by symptomatic person) are cleaned immediately after use.(GHE) 	2	5x2 = 10	JWM
Incorrect use of/lack of PPE.	5	<ul style="list-style-type: none"> - Stock of PPE to include disposable aprons, disposable gloves, fluid resistant face mask and eye protection. (ATA / SLE) - PPE is worn for first aid, supporting symptomatic pupils and staff, working with pupils where an individual risk assessment indicates this is required, however, social distancing is still maintained where ever possible 	2	5x2 = 10	ATA



		<ul style="list-style-type: none"> - PPE stored in internal reception area beside attendance room, training video on how to use PPE shared with all staff (SLE) - Posters put in place to show how PPE should be put on and taken off and disposed of (SLE) - First Aid trained staff to be inducted in new protocols (SLE) - Where PPE has been used to support a symptomatic person it is either: - <ul style="list-style-type: none"> - Double bagged (placed in a plastic rubbish bag and tied then placed in a second bin bag and tied), tagged with the date and time and stored in a secure area for at least 72 hours then disposed of in the normal waste bin. - Disposed of as clinical waste if there is a clinical waste contract in place. - School to inform LA if additional PPE stock is required and cannot be procured (SLE). - 			
Staff and pupils experience anxiety, stress, depression or other mental health conditions.	5	<ul style="list-style-type: none"> - Staff are encouraged to discuss anxiety or COVID-19 concerns with a member of SLT, all staff have the Head Teachers (my) personal school mobile and have been encouraged to contact to discuss concerns. - Concerns can also be discussed with trade union reps (Eg Andy / Cath) or the H&S rep (Lisa) - Line managers maintain contact throughout phased increment of pupil numbers and implementation of new timetable to check and ensure staff are well (SLT / CL's) - TCO/JWM liaises with the relevant team (eg Trade Union Reps) if there are unresolved COVID-19 concerns (TCO/JWM) - Employees are kept updated and informed of changes as quickly and clearly as possible (TCO/JWM) – this is most likely through staff protocols. All changes highlighted in red text and signposted to staff. - Line managers are vigilant for uncharacteristic behaviour of staff (SLT / CL's) and inform TCO / SLE so that we can offer advice or support, wellbeing is a priority. - Monitoring of staff workload to continue and be discussed with main trade union reps (Andy / Cath) as implementation of ne timetable while, maintaining homeworking strategy for pupils will have an impact – this needs to be monitored carefully and refined where required. (TCO) - Staff are vigilant for uncharacteristic behaviour of pupils and colleagues and report 	2	5x2 = 10	TCO/JWM/ SLE



		<p>concerns to TCO / SLE</p> <ul style="list-style-type: none"> - Regular pastoral checks made of vulnerable and AEN pupils (JWM/NHE / HWE) - SLT and CL's continue to support individual staff (All leaders) - Pastoral Team continue to support individual pupils. Occupational health referrals made as required (TCO/SLE) - Flexible working practices are implemented as much as possible to promote good work/life balance for employees (TCO/JWM/SLE) – this includes flexible working to support child care commitments or issues 			
Virus is spread through surface contact, spraying of surfaces or aerosol.	5	<ul style="list-style-type: none"> - No cleaning sprays have to be used directly on any surface – see page 8 and staff protocols - No aerosoles have to be used, where there is an identified need for the use of a spray or aerosole, then each activity will have an individual risk assessment undertaken should such use support essential / critical work. 	2	5x2 = 10	ATA
Staff are absent	4	<ul style="list-style-type: none"> - Normal staff absence procedure followed (SLE) - Staff standby rota is shared via google doc - Follow DFE guidance on vulnerable groups (TCO/JWM) 	2	8	SLE
Pupils refuse to engage in their home learning timetable / consistently fail to submit work provided.	4	<ul style="list-style-type: none"> - Initial contact from class teacher form tutor and escalation to Head of Year where required (JPE / JWM) - Continuing issues result in pupil identified as vulnerable and may asked to come into school (JPE / JWM) 	2	4x2 = 8	JPE
Pupils are struggling with work provided for home learning.	4	<ul style="list-style-type: none"> - New home learning timetable created by TCO and shared with pupils, parents / carers - Teachers advised of pupils struggling so amendments (our agreed differentiation model) can be applied further, this therefore provides more support from class teacher (DJE / JRO / RST – submissions tracked by DLA) - Bespoke plan put into place by Head of Year (JWM) - Potential for pupil to be identified as vulnerable and asked to come into school (JWM) 	2	4x2 = 8	DJE – Quality DLA - tracking



Pupils are absent or cannot be contacted without explanation.	5	<ul style="list-style-type: none"> - Pastoral leaders continue to try and contact parents/ carers before escalating (JPE) - Safeguarding concerns follow normal process and addendum (JPE) 	2	5x2 =10	JWM
Hardship identified with specific pupils or families.	5	<ul style="list-style-type: none"> - Pastoral leaders in regular contact with identified pupils and families via personal school mobile phones and social media groups (JWM) - Vouchers and food parcels provided as needed (GRU / JPE working with LA) - Purchase of laptops and routers for disadvantaged via £22,000 bid in collaboration with Mike Burgess (Phoenix Youth Detached Project) (TCO) 	2	5x2 = 10	JWM
Issuing of medication to pupils on school site	5	<ul style="list-style-type: none"> - All medication is safely stored in a safe behind the main school reception - If pupils require medication whilst in school (after completion of medicine in schools form), school distancing must be observed at all times - Gloves must be worn when handling medication - Staff will take medication out of the packet and return the packet to the safe ensuring it doesn't come into contact with any surface - Medication will be placed on a sheet of white paper and handed to the pupil through the reception window - Gloves to be placed in the bin behind reception - Two members of staff (duty reception staff and member of the AEN team) will observe the pupil taking the medication at a 2m distance - Duty reception staff member will complete the medication administration form held behind reception, second member of staff will countersign this 	2	5x2 = 10	JPE

Please note the risk assessment is not exhaustive, it specifically provides an overview of the actions we as a staff will take to specifically decrease risk of COVID-19 transmission infection – other than this, many normal working practices must be adhered to.

We each have a personal and professional responsibility to perform safe working practices and the risk assessments states how we can enhance these further to reduce risk. That said, staff should remain vigilant, indeed “stay alert” and be cognisant of their own practice and how things they do may increase their own or others risk.



NORHAM
HIGH SCHOOL
Believe – Strive – Achieve

At all times, you should inform the Head Teacher of any issues or concerns in relation to working practice.

**This risk assessment has been summarised in the staff protocols
handbook**

DRAFT