





End of day procedures	students and staff	Proximity to each other; non-adherence of social distancing rules	Students asked to hand sanitise and/or wash hands before departure Slaggered departure times; staff supervision of students off site in Year Group designated areas No collections by parents on school site	2 - Low	2 - Low	LOW											
Social distancing - trips and events off site	All persons on site	Proximity to each other; non-adherence of social distancing rules	Residential visits not permitted Day trips permitted with full risk assessment Requests to be considered on case by case basis with full risk assessment in accordance with the current government guidelines	1 - Very low	1 - Very low	LOW											
Social distancing if parents are in school	All persons on site	Proximity to each other; non-adherence of social distancing rules	Parents park off site and only permitted entry if they have an appointment Asked to confirm that they are free of COVID symptoms before allowed entry Permitted access for disabled parking space but by prior arrangement Must sign in at reception and receive COVID guidance info alongside safeguarding info Required meetings to be held via TEAMS whenever possible. Face to face meeting needed then held when minimum people on site, i.e. before 8.30am or after 4.10pm. It must be held in a space that permits 2m social distancing Progress Evenings to be held online	1 - Very low	1 - Very low	LOW											
Close proximity of staff and pupils	All persons on site	Proximity to each other; non-adherence of social distancing rules	Staff to move as much as possible allowing students to remain static. Seating plans in classrooms to be maintained as much as possible so consistency in use of desks. Seating plans stored and regularly updated in W Drive to support tracking. Two meter perimeter marked out as teacher only space - students can only enter if invited Students sitting in rows facing front as cannot accommodate 1m+ distancing in classrooms in all classrooms. Where possible, staff to seat students at more than 1m+ Staff can circulate in lessons but one to ones should not be for longer than 15 minutes. 15 mins is cumulative, i.e. cannot be in close proximity to a student for more than 15 minutes even if in short bursts. Reinforce social distancing messages, signs indicating movement around school and markers to ensure compliance Need to maintain distance shared and regularly reinforced with students and staff via briefing, tutorials, bulletin and letters to parents - reflected in Behaviour Policy, Staff Handbook and Code of Conduct Staff who find they are with students who become unwell are trained in the necessary protocols - see COVID cases sheet	3 - Medium	4 - High	MEDIUM											Progress Evening management to be reviewed third week of term
Face coverings when distancing is difficult	All persons on site	Proximity to each other; non-adherence of social distancing rules	Face coverings worn by all adults on site in corridors and communal areas to reduce transmission risk. Screens placed in key areas where distancing is more difficult, i.e. reception, dining rooms, Pastoral Office PPE issued for areas where distancing is impossible and screens cannot be used, i.e. dining room	3 - Medium	3 - Medium												
Visitors to school	All persons on site	Proximity to each other; non-adherence of social distancing rules	Visitors to park off site and only permitted entry if they have an appointment Contractors will be calendared and therefore permitted entry as expected to attend. All asked to confirm that they are free of COVID symptoms before allowed entry to the site Must sign in at reception and receive COVID guidance info alongside safeguarding info Permitted access for disabled parking space but by prior arrangement Required meetings to be held via TEAMS whenever possible. Face to face meeting needed then held when minimum people on site, i.e. before 8.30am or after 4.10pm. It must be held in a space that permits 2m social distancing.	2 - Low	2 - Low	LOW				2 - Low	3 - Medium	MEDIUM					
Limiting contact on site	All persons on site	Transmission of the virus	Restricting attendance guidance from DIE followed Vulnerable students and children of critical workers allowed on site - provision made only for those struggling to access live lessons Staff attendance limited - key personnel on site for testing, cleaning and management of main areas of the school COVID guidance reiterated and shared with those coming on site reinforcing virulence of new virus and need for heightened awareness Non-essential travel to school deterred Those on site who consent to be regularly tested as part of the rapid test set up Year group bubbles maintained even with limited student on site Rota in place for staff to be on site to support supervision. Requirement for staff minimised by BM & HT through bubbles and use of SLT cover when needed. Workloads and risk to individuals will be factored into use of staff on site, i.e. BAME, age, ill-health, well-being, workload	2 - Low	2 - Low	LOW											
END OF TABLE - DO NOT ENTER INFO BELOW HERE																	

**Stratford Girls' Grammar School**  
Risk Assessment

**2 - Quality of Education**

**NOTES**

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
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- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

**RISK OVERALL**

CURRENT:			OVERALL
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	6.23
6	7	0	MEDIUM

  

FUTURE:			OVERALL
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	3.50
6	0	0	LOW

**RISK BREAKDOWN**

Likelihood Severity	CURRENT:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very High
	0	8	5	0	0
	0	6	7	0	0

  

Likelihood Severity	FUTURE:				
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very High
	1	5	0	0	0
	1	5	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	All students	Unable to fulfil potential	T&L Lead & DH planned focus with staff on responsive teaching - e.g. INSET days on differentiation, interactive teaching Clear guidance on how to teach from September in place, i.e. movement in the classroom, to break down barriers for staff and students. HODs know key areas of focus for T&L from Y10 & Y12 reviews SENDcos providing support for all teachers of SEND and AN students HODs asked to regularly review curriculum plans in response to assessment data and impacts on curriculum time, i.e. periods of isolation, and to factor in remote learning v real learning differences National exams moved back by three weeks - decisions re study leave on hold to maximise learning time - to be regularly reviewed T&L Lead working with MLT to oversee progress for all on return Teachers asked to utilise TEAMS as additional method for regular checks on the students' understanding to ensure T&L remains relevant and meeting needs. Guidance for managing live teaching of years/groups when many are self-isolating and some remain in school shared. Remote learning tools reviewed in September with students, outcomes shared with staff and built into development plans for departments for 2020-21.	2 - Low	3 - Medium	MEDIUM	HODs to work with department on establishing how to challenge teacher assumptions through regular 'check in' with students on return T&L Lead to work with staff to create risk assessment of key things to work on within individual Year Groups and subjects areas (i.e. the non-negotiables) Baseline all students established on re-entry in an efficient, timely manner so as not to further delay teaching and learning, but with student EHWB in mind Following student survey, T&L Lead to lead a review with the students of the online learning that they may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored). Progress Team to have increased awareness of student's EHWB and progress on return in order to identify if there are key students across all subjects. Target those pupils with greatest need of additional support Use pupil premium and catch-up funding to provide disadvantaged pupils with more intensive catch up support - cover supervisors and resources assistants may be able to assist. Offer of support for Maths tutoring has also been received by a former colleague. Data analysed after each PIP to check for gaps - cover sheet given to departments to aid highlighting of potential areas of focus	2 - Low	2 - Low	LOW	JBL/SF	ongoing	Amber		
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	All students	Students unable to fulfil potential Loss of well-being activities Damage to recruitment longer-term	Intend to maintain full curriculum and facilitate as much as possible access to all subjects through supportive cleaning regime. Classrooms all measured to ensure can accommodate staff and students in line with guidance Move towards more teaching in practical subjects from Oct half-term. Where necessary use cover supervisors to work with half groups, allowing full groups to do practical work. Risk assessments in place for each practical subject. Departments to plan for theory alongside practical lessons to facilitate this where needed. Online lessons for musicians with Peris to be held out of school. DSL Lead to investigate options for online lessons in practice rooms following return to school, i.e. once normal patterns have been established Reduced movement and bubbles created - see Soc. Dist. Practicalities sheet	3 - Medium	3 - Medium	MEDIUM	Timetable review to ensure that spaces will work for the students Complete discussion and put in place practical, reasonable steps to ensure safe practice and delivery of the curriculum.	2 - Low	2 - Low	LOW	JAC/JBL	end of September	Red		
Curriculum adaptations	All students	Students not meeting potential due to impact of lockdown	Not deemed necessary at present but to be monitored as part of ongoing ARR and monitoring of individual student progress. Staff plan to teach an ambitious and broad curriculum in all subjects, but prepared to make use of existing flexibilities to create time to cover the most important missed content. Departments planned for curriculum adaptations in line with Ofqual consultation	2 - Low	3 - Medium	MEDIUM	Alternative Curriculum Policy available to support those at risk of not fulfilling potential. Under constant review - the appropriateness of suspending some subjects for some exceptional circumstances. Adapted Curriculum Policy has been updated in light of lockdown. Trial exams for Y11 and Y13 in September will also enable level of understanding from lockdown to be thoroughly understood. Consideration will be taken for Y11 to ensure they can still access post 16.	2 - Low	2 - Low	LOW	JBL	Ongoing	Green		
Remote learning	All students and staff	Students who are self-isolating or shielding miss out on educational opportunities	See above re readiness to switch to remote learning for absentees due to COVID SIDP objective to build on excellent practice from lockdown and sharing of good practice Network Manager & DH to continue to train staff in elements of TEAMS that enable effective T&L for students, including assessment and feedback - share good practice and build skills in existing and new staff Curriculum and Teaching & Learning Policies incorporate remote education as integral to our provision	3 - Medium	3 - Medium	MEDIUM	Use of Resources Assistants to monitor the provision and ensure student engagement. Departments will provide work in line with the curriculum plan for those on site.								CTDS - reviews of home learning resources WCC ICT support for blended learning
Key stage 3- transition from Y6 to Y7	Students	Great difference in basics of English & Maths	Materials shared with parents of Y6 in summer term to support students understanding of skills needed for success in English & Maths. Usual due to nature of school for the experiences to be vastly different therefore these support the work that is usual in the first term to bring all to the same point. Y7 TGs will enable HOH to have additional enhanced monitoring of transition and setting in	3 - Medium	3 - Medium	MEDIUM									For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, PE/sport, RE and RSHE. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.
Specific subjects where the risk of passing on any infection could be higher - music	All students	Potential spread of the virus.	Rooms for classroom delivery have been adjusted where necessary. The main music room has been cleaned and cleared as appropriate. Curriculum plans have been adjusted to ensure where possible, individual work on compositions/ NEAs can take place. KS3 lessons still bubble based unless music technology	2 - Low	2 - Low	LOW	New guidance released allows introduction of some music under strict regs. Site manager carried out survey of ability to ensure singing could re-start within guidelines.								Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.

Specific subjects where the risk of passing on any infection could be higher - sport	All persons on site	Transmission of the virus	Department planned curriculum that allows for skills development and in accordance with social distancing measures Outdoor sport to take priority for first half-term - constant review National sports guidance to be followed when looking to play sports - all staff and coaches to adhere to this guidance PE technician in place to ensure cleaning of equipment between groups Clubs programme in place from Oct half-term - when running they will be done in bubbles	3 - Medium	3 - Medium	MEDIUM	Review changing arrangements and the cleaning of the changing rooms.	2 - Low	2 - Low	LOW	LCA	September	Amber	Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. 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, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities Schools should refer to the following advice: - guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport - advice from organisations such as the Association for Physical Education and the Youth Sport Trust Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.
Catch up	All students especially (Y7, Y11, Y13)	Greater variety and uncertainty of starting points	Students were surveyed twice during lockdown to gauge the impact of on line learning. As a result adaptations were made to the amount and type of delivery of new learning. DH with T&L Lead monitoring assessment data to track students at risk and ensure appropriate intervention. SLT link meetings with HODs fixed agenda item for tracking Materials made accessible to students if essential and needed, i.e. exercise books, texts, chapters etc - Catch up Fund fund to support this.	2 - Low	2 - Low	LOW	Pending the results of the trial exams - targeted intervention will be put in place for Y11 and Y13. In other year groups staff will work closely with the pastoral team to ensure that the right nature and level of support is offered to the students most in need. Adapted Curriculum policy shared and re-iterated with PWB to ensure we are consistent in our approach.	1 - Very low	1 - Very low	LOW	JBL	Oct/Nov	Amber	
Ofsted inspections	Whole school	Though not a judgement, a poor inspection of provision could damage the reputation of the school	SLT to monitor provision through link manager meetings and other QA activities Staff trained in new framework - T&L Lead to revisit this with staff as part of ongoing PD. A key part of the staff training this year will be department deep dives run in collaboration between departments.	2 - Low	2 - Low	LOW								
GCSE and A level exams	All persons on site and those resitting	Running of exams puts pressure on a strained site and adds to the risk of transmission	Summer exams now cancelled DIE & Ofqual consultation imminent Planning with MCT to ensure TAGs reflect students' true abilities Proposals made to move trial exams online	2 - Low	2 - Low	LOW								Pupils in Yrs, 11 and 13 need to catch up and access exams that lead to the qualifications they need to progress. GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly. There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step. DIE has, however, also announced that there will be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, DIE's guidance on Centre responsibility for autumn GCSE, AS and A level exam series sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. We are also exploring further ways in which it might be possible to minimise additional burdens on centres whilst ensuring that exams remain accessible for students.
Accountability	All persons on site	Quality of education and safeguards in the workplace	The school's QA methods will be in place. The performance management system remains in place to ensure appropriately pitched targets are set. Progress reported to CLM Governors	2 - Low	2 - Low	LOW	Use of the school's line management system, and open door SLT policy to ensure that all staff are aware of the needs of the students and what is expected.	2 - Low	2 - Low	LOW	JBL	Ongoing	Amber	Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DIE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability. <a href="https://www.ofqual.gov.uk/school-performance-services/quality-uk/schools/137235/stratford-girls-grammar-school">https://www.ofqual.gov.uk/school-performance-services/quality-uk/schools/137235/stratford-girls-grammar-school</a>
Student access to the curriculum during lockdown	Students	Damage to educational experience, impact on longer term academic success	Adhering to DIE requirement that high quality provision is offered during closure All lessons delivered through MS Teams Live lessons actively encouraged - with cameras on for all participants to facilitate more engagement and replicate live classroom HODs reviewed curriculum and adapted programmes of learning accordingly Curriculum adapted to ensure students remain engaged Staff encouraged to provide blended learning with key focus on reducing screen fatigue Students unable to access lessons are provided with access to technology either through loaned laptops or ability to come on site. Guidance on remote learning provided for parents and students to support access PE and PSHE included in online provision for lockdown 3	2 - Low	2 - Low	LOW								
Online or home learning	All students and staff	Unable to balance the provision in school and remotely, leading to students not accessing the curriculum, parent complaints, disengagement and not fulfilling potential	HODS asked to review lessons learnt from remote teaching, and adopt/develop good practices as bimodal approach continues. All homework to be on TEAMS Staff encouraged to use TEAMS within lessons so that resources are accessible from home HODs aware that bimodal approach is necessary and encouraged to plan for this, e.g. one department member to take responsibility, creation of units that can be followed separately. Switch to full TEAMS provision for a YG or large number from a YG in place. The Oak Academy materials to be reviewed by departments to see what could be used to support low level numbers off school	3 - Medium	3 - Medium	MEDIUM								

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**Stratford Girls' Grammar School**  
Risk Assessment

**3 - Safeguarding** Specifics to be aware of: CSE, county lines, contextual issues, impact of domestic violence, strains on families that could lead to an increase in levels of abuse, neglect due to financial constraints (particularly for disadvantaged pupils and low-income families)

- NOTES**
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**RISK OVERALL**

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
5	0	0	1.00
			LOW

  

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	0	0	1.00
			LOW

**RISK BREAKDOWN**

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	5	0	0	0	0
Severity	5	0	0	0	0

  

FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	2	0	0	0	0
Severity	2	0	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level:		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs		Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
School staff are not aware of safeguarding incidents that occurred during the school closure	Students	Potential incidents or deterioration in well being goes unreported	Daily tutorial contact/check in. PWB/SENDCo review and update vulnerable learners spreadsheet. Identified students have ongoing and appropriate interventions and support in place. HCH/HOSF in contact with vulnerable students Safeguarding procedures and protocols maintained Lead DSL reporting to HT weekly and reporting to PWB governors each half-term.	1 - Very low	1 - Very low									
Students may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	Students	Potential incidents of abuse goes unreported	All vulnerable students have been identified and appropriate support is in place. Well established Safeguarding protocols and systems are in place and functioning well. Staff receive Safeguarding COVID return briefing and KCSIE 2020 on training day 01.09.20 High vigilance on return Build capacity of the pastoral team by bringing tutorial to the start of the day & no cover for DSLs - tutorial remains in place during lockdown Whole staff safeguarding refresher training completed Jan. 2021. HT & HOSF completed DSL refresher training.	1 - Very low	1 - Very low	Ensure that there are opportunities for whole class PSHE lessons/circle times/discussions, group activities and one-to-one discussions (if required) for pupils to share feelings/ anxieties/thoughts in a safe manner (this will be of benefit to all pupils)	1 - Very low	1 - Very low	LOW	BJ, bubble tutors and PWB leads	Needs led - ongoing	Green	PWB leads in close bubble tutor support	Child protection and Safeguarding policy, KCSIE 2020
Attendance	Students	Student absence potential sign of a safeguarding issue	Student attendance is monitored/recorded daily via online lesson attendance and any absences are followed up in the usual way by the Pastoral Support Officers (PSOs)	1 - Very low	1 - Very low	Attendance bands are built into SISRA to enable staff to see the impact of attendance on progress	1 - Very low	1 - Very low	LOW					
Shielding students	Students	Students don't attend school due to shielding arrangements	Any students shielding will be verified by the PWB team and a written medical letter from a Health Professional or Service as proof will be requested by the PSOs Any students finding themselves in this circumstance will be educated and supported pastorally through TEAMS - see QoEd sheet	1 - Very low	1 - Very low									
DSL capacity to cover potential increase in demand	DSL team	Safeguarding system (Lead DSL) is overwhelmed	SGGS has eight fully trained DSLs who support the DSL and ensure both the smooth and robust running of protocols and deputising arrangements 'No cover' arrangement in place for DSLs to include tutor times to maximise 'free time' use	1 - Very low	1 - Very low									

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**Stratford Girls' Grammar School**  
Risk Assessment

**4 - Pupils with SEND (including medical needs)**

**NOTES**

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**RISK OVERALL**

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
5	0	0	2.20
			LOW

  

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	0	0	4.00
			LOW

**RISK BREAKDOWN**

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	2	0	0	0
Severity	3	2	0	0	0

  

FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	1	0	0	0
Severity	0	1	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
SEND students impacted by closure of school	SEND and/or Additional Needs students	Potential deterioration in either mental or physical well being Unable to make academic progress - damage to life chances	Support available from SENDCo with HOH/HOSF - working with parents and where appropriate external agencies Personalised T&L packages considered to enable access to the curriculum, i.e. online tutoring which would offer 1:1 support Consideration given to adapted curriculum moves to support student towards making progress	2 - Low	2 - Low	LOW									
Pupils with underlying health conditions are at a higher level of risk	SEND and/or Additional Needs students	Potential deterioration in either mental or physical well being	SENDCo is in close and regular support of both these categories of students. None have significant underlying health issues although some do have contextual home circumstances with family members Request parents update SIMS	1 - Very low	1 - Very low	LOW									
Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	Staff in these categories in BAME	Increased risk	Risk assessment completed with all BAME staff Risk assessment completed and reviewed with all pregnant staff General risk assessment shared with all other staff and they have been included/consulted when devising it	2 - Low	2 - Low	LOW	Seek medical guidance where appropriate to support any relevant student or staff member's attendance and working arrangements	2 - Low	2 - Low	LOW	SENDCO	Needs led - ongoing	Green		SEND policy
Work towards individual SEND targets	SEND and/or Additional Needs students	SEND begin to struggle academically and/or emotionally and fail to make reasonable/expected progress	SENDCo is in close and regular support and will monitor any support interventions for identified students on a case by case/needs driven basis Staff have been asked to consider screen time especially for SEND/AN students - to bear in mind time for processing when online	2 - Low	2 - Low	LOW									
Medicines in school may become out-of-date	Students	Students are not able to access required medicines when needed	PSOs audit the medical cabinet and parents/carers notified as necessary.	1 - Very low	1 - Very low	LOW									National guidance – Public health; local guidance – school nurse service.
Shielding pupils	Students	Students are not able to make reasonable or expected progress	See previous sheet	1 - Very low	1 - Very low	LOW									

END OF TABLE - DO NOT ENTER INFO BELOW HERE





Some parents may be reluctant to send their children to school because of the risk of infection and bringing the virus back into the family home	Students	Students begin to fall behind academically and deteriorate emotionally	PWB will be in close support of such families to ensure that parents feel it is safe for students to return to school Risk assessment shared with parents to allow for any concerns to be addressed Regular communication to parents to inform and share understanding - reinforce message that school is open to vulnerable children and critical workers' children (and safe in line with DfE guidance). Reassure parents of the social distancing strategies that are being followed in school	2 - Low	2 - Low	LOW																National guidance Local – Leaflet for parents with consistent messages on social distancing.
Support for emotional well-being	Students and staff	Students begin to fall behind academically and deteriorate emotionally	Progress and Well-being Leads (including SENDCO) and Lifespace Mentors monitor engagement and address issues as they arise Oversight by Assistant Headteacher and DSL and meet regularly to review current situation and matters arising - reported to HT EHWB Policy in place and followed Safeguarding training in Jan has reminded staff of the need for high vigilance - see above for adapted practices YG tutoring supports age related needs and increases capacity for support for individuals, small groups or whole YG - continues in lockdown Vulnerable learner needs reviewed fortnightly by PWB team. Half-termly briefing to PWB Governors by Assistant Headteacher Public Health needs met with rapid testing in school set up and vaccinations for Y9 moved off site for ease of access. SENDCO using specialist individual students as needed, for Autumn term	1 - Very low	1 - Very low	LOW																Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to - support the rebuilding of friendships and social engagement - address and equip pupils to respond to issues linked to coronavirus (COVID-19) - support pupils with approaches to improving their physical and mental wellbeing. Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: -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. Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.
Induction for in Year transfers	Students	Students begin to fall behind academically and deteriorate emotionally	PWB team (including SENDCO) will be in close contact/support of students identified by their feeder schools as part of SGGS transition systems as appropriate.	1 - Very low	1 - Very low	LOW																
END OF TABLE - DO NOT ENTER INFO BELOW HERE																						

**Stratford Girls' Grammar School  
Risk Assessment**

**6 - Possible COVID-19 Cases**

**NOTES**

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
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- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

**RISK OVERALL**

CURRENT:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
4	4	0	6.00
			MEDIUM

FUTURE:			OVERALL
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	
0	1	0	9.00
			MEDIUM

**RISK BREAKDOWN**

CURRENT:					
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	0	6	4	0	0
	0	6	4	0	0

FUTURE:					
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	0	0	1	0	0
	0	0	1	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What <b>EXISTING</b> controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What <b>FURTHER</b> actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Pupil begins to show symptoms when in school (cough and/or temperature developing)	All persons on site	Transmission	Student is isolated from rest of peers - reception area Parents contacted for immediate collection from school - importance of this stressed in school communications and through policies signposting COVID response measures Staff providing assistance will wear full PPE See Test & Trace below Child to be tested A positive results will lead to Head's PA contacting the PH Works and school complying with their advice - see Test and Trace below Attendance records and roomings for classes to be maintained - no room changes permitted unless agreed by JAC	3 - Medium	3 - Medium	MEDIUM								Reviewed in light of changes to R rates in the locality if government guidance changes	National guidance
Breakout/lockdown in geographical area	All persons on site	Due to the geography of the community, there is the chance that areas within the priority circle go into lockdown increasing the risk of transmission	SLT to maintain watching brief and respond accordingly Parents/carers notified that all persons on site will be asked to wear masks in communal spaces unless exempt - takes into account need for students not to feel as though they stand out Change in policy would be kept under review - reverting to free choice as and when the risk reduces, i.e. lockdown ends Regularly reinforce the messaging to parents about non-attendance if COVID symptoms and urge that Testing is done	3 - Medium	3 - Medium	MEDIUM	National Lockdown introduced from Thursday 6th January until after February Half-term								
Use of PPE in school if students develop symptoms and need assistance	All persons on site	Transmission	Staff providing First Aid will wear full PPE when assisting students who develop symptoms Staff have been trained in how to wear and dispose of PPE equipment	2 - Low	2 - Low	LOW									National guidance Local authority procurement might be an option?
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	All persons on site	Transmission	Member of staff is isolated from class & cover provided Relative contacted for immediate collection from school if unable to drive or make own way home Staff instructed to go and be tested A positive results will lead to Head's PA contacting the PH Works and school complying with their advice - see Test and Trace below	3 - Medium	3 - Medium	MEDIUM	Review use of Cover Supervisor for longer term support	3 - Medium	3 - Medium	MEDIUM	JBL/W	September	Amber		National guidance
Staffing shortages as a result of staff self-isolating	All persons on site	Loss of learning time, financial impact	Permanent cover supervision supported by contacted cover supervisor to support timetable Staff self-isolating but asked to teach remotely to minimise impact on students education Should need arise, bubbles to move to remote education to allow for more to be taught.	2 - Low	2 - Low	LOW									National guidance

Test and Trace - staff	All persons on site	Transmission	<p>Any member of staff who currently develops COVID type symptoms is required to obtain a test and self-isolate until the results are known. If positive, then the individual must follow the government guidelines regarding isolation. Notify school so close contacts can be identified</p> <p>Test and Trace system identifies positive cases to school.</p> <p>Tests being made available to schools for home testing where applicable for staff and students</p> <p>Notification of need to self-isolate during the day:</p> <ul style="list-style-type: none"> <li>- Associate staff: inform HT or BM, organise items for working from home and leave the site asap.</li> <li>- Teaching staff: family contacts ring 01789 293759</li> <li>- Staff notified and cover arranged</li> <li>- Set the students up for the remainder of lesson and collect what will be needed for y switch to remote learning. Notify HT or DH</li> <li>- Symptoms develop to be tested and close contacts traced by HT/BM if positive</li> </ul>	2 - Low	2 - Low	LOW													
Test and Trace - students	All persons on site	Transmission	<p>Any student who currently develops COVID type symptoms is required to obtain a test and self-isolate until the results are known. If positive, then the individual must follow the government guidelines regarding isolation and inform school. Test and Trace system identifies positive cases to school.</p> <p>Tests being made available to schools for home testing where applicable for staff and students</p> <p>Notification of positive case in Year Group/s:</p> <ul style="list-style-type: none"> <li>- parents / carers to inform headapa@sigs.org.uk and their daughter's Head of House</li> <li>- In cases that become known over the weekend or on an evening, whole Year Group to remain home on the next possible day of school allowing time to process contacts and deep clean of the bubble areas.</li> <li>- Aware of a case during the day, act as quickly as possible to track those who have been in close contact. Once identified, they will be asked to self-isolate in school until they are collected by a parent or permitted to make their way home.</li> <li>- They do not need to get tested unless they develop symptoms.</li> <li>- If they do get tested and it comes back negative, they are still not permitted to return to school until the end of the self-isolation period.</li> </ul>	2 - Low	2 - Low	LOW													Vaccine development - school as centre for running a clinic?
Multiple suspected cases or increased absence	All persons on site	Transmission, Loss of learning time	<p>H&amp;S controls are in place and fully adhered to</p> <p>Following guidance on dealing with cases of students or staff displaying symptoms - see above</p> <p>Staff instructed to be vigilant in monitoring their own health and getting tested if they have any symptoms - better safe than sorry</p> <p>Clear communication to parents/carers not to send child to school if unwell or displaying any COVID symptoms and to have them tested in such cases</p> <p>Following guidance on social distancing - see Soc Dist. practicalities sheets</p> <p>PSOs and SFA to ensure that attendance is highly monitored and non-specific description of illness related absences are followed up on immediately</p> <p>Parents/carers instructed to inform school if daughter's absence is due to COVID related symptoms and to be sure to notify the school promptly if this is the case</p>	3 - Medium	3 - Medium	MEDIUM													
Outbreak in school	All persons on site	Transmission, Loss of learning/work time	<p>As above PH Works toolkit to be followed (PSO/SFA/HPA)</p> <p>PH to advise on closure to Yes/whole school and need for deep clean/s</p> <p>Head PA trained in how to respond in line with Government guidance, i.e. procedures for contacting Public Health England</p> <p>see below</p>	2 - Low	2 - Low	2 - Low													
Mass rapid testing	All persons on site	Transmission, Loss of learning/work time	<p>Home testing up and running</p> <p>Supplies to students and staff through school</p> <p>On site testing as needed</p> <p>Reminder to staff and student body to encourage participation</p> <p>Updates from DfE and NHS managed by FM and OM.</p>	2 - Low	2 - Low	2 - Low													

END OF TABLE - DO NOT ENTER INFO BELOW HERE

**Stratford Girls' Grammar School  
Risk Assessment**

**7 - Hygiene / Cleanliness and Health & Safety**

**NOTES**

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
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**RISK OVERALL**

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	8	0	8.38
MEDIUM			

  

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	2	0	9.00
MEDIUM			

**RISK BREAKDOWN**

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	1	8	0	0
Severity	0	1	8	0	0

  

FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	0	2	0	0
Severity	0	0	2	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Maintaining regular levels of hand washing/hygiene	All persons on site	transmission of virus	Hand-washing in line with PHE guidance Signs in all toilets Students must wash hands at hand-washing stations when they arrive on site and follow instructions of supervising staff. Basins to be regularly filled and sanitised Regular messaging through all communications to the students & staff re need to wash hands regularly. Regular messaging of NHS message of 'catch it, bin it, kill it'. Students asked to bring their own hand sanitiser with them for extra precaution if desired/able to. Hand sanitiser stations are in every classroom, outside buildings and outside toilets. Students must sanitise before entry into those spaces Staff to apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routine. Ensure there are adequate supplies of anti-bacterial hand gel and soap Regular cleaning throughout the day of door handles and key areas of use	3 - Medium	3 - Medium	MEDIUM									National guidance Local – supplies of hand gel
Mixed use of teaching spaces due to site restrictions	All persons on site	transmission of virus	BM & FM have determined all teaching spaces that need to be cleaned and when due to a change in bubble use Technicians aware of changeovers as well and present to support the maintaining of H&S in the classroom Additional cleaning staff employed to support this cleaning requirement at the changeover of lessons Antibacterial wipes & sprays available in all classrooms for use by students and staff if required in addition to cleaning routines Dining room and main hall kept as free spaces as much as possible to allow classes to move into if cleaning is not immediately possible or for self-isolation of contact groups	3 - Medium	3 - Medium	MEDIUM									
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	All persons on site	transmission of virus	Regular messaging of NHS message of 'catch it, bin it, kill it' & 'Hands, Face, Space' Signs in all classrooms and toilets Increased number of bins available for disposal of tissues around the site	3 - Medium	3 - Medium	MEDIUM									National guidance Local – consistent messages, frequent reminders through social media

Keeping the school clean to a higher level of cleanliness	All persons on site	transmission of virus	Cleaning requirements planned and communicated to cleaners - meet all H&S guidance as issued by DfE Cleaner on site during the day to ensure key areas are cleaned regularly Antibac spray, wipes for use as desired are available in areas where students and staff are - stocks are maintained Hand sanitisers are in each area where students and staff are. <b>All</b> required to follow measures as outlined in point above, i.e. wash hands regularly The need for deep cleans factored into the cleaning programme and reviewed if sickness absence increases or there is an outbreak Staff and students asked to regularly to clean BYOD equipment with anti-bacterial wipes Waste storage system of 72 hours on site before collection in place For both lifts, only one individual to use at a time. Sanitiser to be placed outside of lift entry. All individuals must sanitise hands prior to entry	3 - Medium	3 - Medium	MEDIUM								4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach Points to consider and implement: putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.	National guidance Local – supplies of wipes, consistent messages to cleaners and caretakers.
What if there are a shortage of cleaners due to self-isolation or illness?	all persons on site	transmission of virus	Individual cleaners asked to extend their hours or work more flexibly if other cleaners are absent (e.g. working before and after school operating hours) SLT to support site staff in first instance, ask for associate staff volunteers. Catering team to be used flexibly between food prep, delivery and supervision/cleaning Notify local schools and WCC to/and seek support from other schools In extremis change the timings of the day or limit numbers on site if cleaners are not available - full closure to be avoided	3 - Medium	3 - Medium	MEDIUM	FM to maintain a watching brief with site manager to identify if this is the case in advance of re-opening so they are pre-warned and can avoid situation arising	3 - Medium	3 - Medium	MEDIUM	LCA				National guidance Local H&S guidance
How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?	All persons on site	Transmission of virus	Students asked to limit the number of items brought in from home to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Students and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to student's education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will be applied to these resources, and quarantine if applicable All correspondence out of school and correspondence into school to come via a phone call or email/school app All monetary transactions to be done via ParentPay Reinforced messaging to parents about: - all students to use a locker to keep bags and coats in - no phones to be out in school - need to consider contact from home to school and how they can limit it	3 - Medium	3 - Medium	MEDIUM									
Safe wearing of face coverings	All persons on site	Transmission of virus	Students asked to wear masks in communal areas unless exempt. Masks to be worn in the dining room up to the point of eating. Must adhere to H&S when wearing & not school responsibility to provide or enforce wearing Process for removing face coverings on arrival at school has been communicated and reinforced through signs as well as staff supervision. Guidance on safe wearing of masks issues, i.e. not to touch the front of their face covering during use or when removing them Pupils wearing masks must wash their hands immediately on arrival following removal Students/staff asked to have reusable ones that can be washed at home Bins besides entry points for the disposal of temporary face coverings.	3 - Medium	3 - Medium	MEDIUM	If local are breakout/lockdown, SLT to review need to move to stipulation that all persons on site must wear face masks for the foreseeable future. Reviewed daily in keeping with Health Protection Team, Govt guidance	3 - Medium	3 - Medium	MEDIUM	JAC/JW	Ongoing	Amber		
Shared equipment	All persons on site	Transmission of virus	Students encouraged not to share equipment unless absolutely necessary Departments to oversee use and allocation of equipment in practical subjects - incorporated into department risk assessment Technicians to facilitate the regular cleaning of practical equipment between groups. Trained in H&S requirements. Bubble Year Groups and extended Year Groups will facilitate the sharing of textbooks	2 - Low	2 - Low	LOW									
Mass Rapid Testing	All persons on site	Transmission of virus	All H&S measures are adhered to	3 - Medium	3 - Medium	MEDIUM									

END OF TABLE - DO NOT ENTER INFO BELOW HERE





**Stratford Girls' Grammar School**  
**Risk Assessment**

**10 - Personnel**

**NOTES**

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**RISK OVERALL**

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
5	4	0	556 MEDIUM
FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	0	0	

**RISK BREAKDOWN**

CURRENT:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	7	2	0	0
Severity	0	5	4	0	0
FUTURE:					
	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	0	0	0	0
Severity	0	0	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support	
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs							
Staff induction including NQTs, ITTs	All persons on site	Transmission	Staff Handbook & Code of Conduct stipulate all the requirements and expected standards of behaviours Online mentoring and meetings encouraged whenever possible DH to oversee with T&L Lead to ensure that transition is smooth No NQT/ITT provision during lockdown	2 - Low	2 - Low	LOW										
Staff who are clinically vulnerable or previously shielding	Staff in that category	If they are vulnerable then they are at greater risk if they contracted the virus	All staff are protected by maintenance of the 2 metre distancing rule plus other measures including regular hand washing, "bin it, catch it, kill it" messaging, hand sanitising and regular cleaning methodologies. Asked to speak with HT or BM if any concerns None in this category	2 - Low	3 - Medium	MEDIUM								Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 School leaders should be flexible - enable staff to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.		
Staff with significant risk factors - such as asthma, diabetes, BAME community member	Staff in that category	Higher risk to those staff of serious impact from catching the virus	All BAME staff have completed a personal risk assessment with the Business Manager - under regular review with them. Working from home during lockdown 3 (Pregnant employees have a regular review of their personal RA with Business Manager. One on maternity leave and one already working from home - cover in place from November Risk assessment is regularly reviewed by SLT, esp. with regards to H&S and Equalities everybody able to work from home where possible SLT review the workforce needed in school weekly & liaise with staff over these requirements. Opportunities to raise concerns are given and discussed in line with the DfE guidance All staff are asked to adhere to the H&S and COVID measures on site	2 - Low	3 - Medium	MEDIUM								If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. Individual risk assessments and an equality impact assessment should be carried out. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.		
Staff mental health and well-being	All staff	Increased absence	SLT Links run an open door policy Staff Well-being Policy has advice re organisations available for support Links for support available on TEAMS and the staff noticeboard Staff provided with access to online mental health course/support Safeguarding culture of school means that staff look out for each other - positive reinforcement through communications - be aware and let HT know if concerned	3 - Medium	3 - Medium	MEDIUM									<a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a> <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>	
Staff deployment	All staff	Increased absence, unhappy workforce	Vertical tutoring suspended - tutors of Year Groups to enable bubbles All deployment of associate staff is discussed with the employee and with their agreement	2 - Low	2 - Low	LOW									<a href="https://www.gov.uk/guidance/school-workload-reduction-toolkit">https://www.gov.uk/guidance/school-workload-reduction-toolkit</a> <a href="https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19</a>	



Supply and temporary staff availability	All staff	Loss of learning time	Ongoing use of two cover supervisors to support cover needs in terms of catch up and absence due to COVID	2 - Low	2 - Low	LOW											
Annual leave	Staff & students	Loss of learning time	Staff asked to inform HT if going abroad	2 - Low	2 - Low	LOW											<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk">https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk</a> <a href="https://www.local.gov.uk/sites/default/files/documents/Joint%20schools%20guidance%20current%20rules%20on%20quarantine%20and%20self%20isolation%20with%20regards%20hospital%20admission%2019%20June.pdf">https://www.local.gov.uk/sites/default/files/documents/Joint%20schools%20guidance%20current%20rules%20on%20quarantine%20and%20self%20isolation%20with%20regards%20hospital%20admission%2019%20June.pdf</a>
Volunteers on site	All persons on site	Transmission	Extra curricular sports will be on offer in line with National Sports recommendations and government guidance Peris to conduct lessons in school - Perspex screens to separate them from students Volunteers to be briefed on school's COVID measures by staff member responsible for them being on site. None on site during lockdown 3	3 - Medium	3 - Medium	MEDIUM											
Governor awareness	Staff & Students	Inability to support Leadership in cases of appeal or complaints	Any occurrences or important updates communicated to all Governors by email. HT and CoG meet weekly with update as standing item. Full reports to Resources and CLM committees Committee meetings still operating HT & CoG meet weekly All Parent communications shared with CoG and with Governors where appropriate	2 - Low	2 - Low	LOW											
END OF TABLE - DO NOT ENTER INFO BELOW HERE																	

**Stratford Girls' Grammar School  
Risk Assessment**

**9 - Finance**

**NOTES**

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- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

**RISK OVERALL**

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	2	0	10.50
			MEDIUM

  

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	1	0	9.00
			MEDIUM

**RISK BREAKDOWN**

CURRENT:					
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	0	0	2	0	0
	0	0	1	1	0

  

FUTURE:					
Likelihood	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Severity	0	0	1	0	0
	0	0	1	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Reputational damage due to COVID in school	The School as an organisation and business	Loss of trust in the school, impact on future recruitment	Comprehensive risk assessment that presents all the measures in place to reduce the risk. Communicate to parents/carers the current guidance to school. Risk assessment has been reviewed by FGB and remains a working document in order that further mitigations and/or adaptations can be made in line with the real experience when school reopens and future DfE guidance. Clear messaging to parents/carers and all persons, particularly students and staff, due to be on site regarding expectations and COVID measures, inc cases if they occur. Monthly review of the risk assessment by SLT with CoG, reported to Resources and CLM Messaging to be reinforced and constant reminders, with follow up where breaches occur. Clarity in communications about test and trace and as and when necessary re. cases in school based on the advice of PH Warks Marketing to work with SLT and Governors to promote positive messages and ensure any negativity on social media or into school is responded to quickly to enable any issues to be addressed, and effectively to avoid any escalation	2 - Low	2 - Low	2 - Low									
The budget for 2020/2021 has now been approved by the full Governing Body and will be reviewed again before submission in September. Any major changes to be agreed by Governors.	School	School finances could be put in jeopardy if budget is not correctly considered	A number of reserves have been accounted for in case of need; additional staffing costs for supervision and cleaning, plus additional reserves for H&S and cleaning items which may be required. Receipt of catch up funding from Govt to support steps needed in support of T&L. Governors committees face to face or virtual dependent upon circumstance. Use of furlough scheme where appropriate during lockdowns, for Catering/Midday Supervision team to preserve public funds.	3 - Medium	3 - Medium	MEDIUM									Extension to budget setting deadlines confirmed by WCC
Cancelled trips need to be refunded, but venues/coach companies have not yet issued refunds	Parents/carers	Loss of monies caused by cancellations	Careful control of trips which are currently in progress, liaising with Trip companies as much as possible. Try to re-schedule or negotiate refunds now that there are clearer guidelines. Keep parents/carers informed and understanding of situations. Very careful thought to be given to booking any trips at present until more guidance is received or the Government change their advise regarding residential stays for students. Careful monitoring of other costs, particularly coach companies with whom we have booked	3 - Medium	4 - High	MEDIUM	Reimburse the money to families as they may be in financial difficulty and this will maintain positive relationships (the school should be able to secure refunds in the long term)	3 - Medium	3 - Medium	MEDIUM	JW	Sept	Green		

END OF TABLE - DO NOT ENTER INFO BELOW HERE

# Stratford Girls' Grammar School

## Risk Assessment

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### 11 SUPPORTING GUIDANCE DOCUMENTS AND LINKS

The links below will take you to specific GOV.UK guidance which may be of use in understanding specific risks and how to control / mitigate them.

#### **DfE guidance for opening schools**

[Actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction](#)

#### **DfE guidance for out of school settings**

[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-ou](#)

#### **Travel to and from school:**

[Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

[Closure of educational settings: information for parents & carers](#)

#### **Social distancing:**

[Guidance-for-full-opening-schools](#)

[Opening schools for more children and young people: initial planning framework for schools in England](#)

[Staying alert and social distancing after 4th July](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

[Working Safely during Coronavirus](#)

#### **Year end assessments:**

[Coronavirus \(COVID-19\): school and college accountability](#)

[Coronavirus \(COVID-19\): reducing burdens on educational and care settings](#)

#### **SRE changes:**

[Relationships education, relationships and sex education \(RSE\) and health education](#)

**Y11/Y13 assessments:**

[Awarding qualifications in summer 2020](#)

[Coronavirus \(COVID-19\): cancellation of GCSEs, AS and A levels in 2020](#)

[Ofqual consultation on awarding vocational and technical qualifications in summer 2020](#)

[Response from Chief Regulator, Ofqual about awarding results for GCSEs, AS and A levels in 2020.](#)

[Exceptional arrangements for exam grading and assessment in 2020](#)

[Awarding vocational and technical qualifications this summer](#)

[Direction issued to the Chief Regulator of Ofqual](#)

[How GCSEs, AS & A levels will be awarded in summer 2020](#)

**Online learning:**

[Coronavirus \(COVID 19\): online education resources](#)

[Safeguarding and remote education during coronavirus \(COVID-19\)](#)

[Remote education practice for schools during coronavirus \(COVID-19\)](#)

[Get technology support for children and schools during coronavirus \(COVID-19\)](#)

**Safeguarding**

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

<https://www.warwickshire.gov.uk/schoolhealthandwellbeing>

**Supporting home learning:**

[Safeguarding and remote education during coronavirus \(COVID-19\)](#)

[Remote education practice for schools during coronavirus \(COVID-19\)](#)

[Get technology support for children and schools during coronavirus \(COVID-19\)](#)

[Coronavirus \(COVID 19\): online education resources](#)

[Information, guidance and support for parents and carers of children who are learning at home](#)

[Warwickshire ICT development service](#)

**Underlying health conditions:**

[Guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus](#)

**Special educational needs:**

[Help children with SEND continue their education during coronavirus \(COVID-19\)](#)

[Conducting a SEND risk assessment during the coronavirus outbreak](#)

[Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak](#)

[Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus \(COVID-19\)](#)

**Mental health and wellbeing**

[Warwickshire County Council mental health support](#)

**Bereavement:**

[WCC Counselling and bereavement services](#)

**Hand washing, coughing and sneezing:**

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

[Public Health England Horrid Hands E-Bug Resources](#)

[Public Health England Horrid Hands E-Bug Resources](#)

**Hygiene and cleaning:**

[COVID-19: cleaning of non-healthcare settings](#)

**Possible COVID cases**

[Coronavirus \(COVID-19\): guidance for full opening](#)

**PPE:**

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

**Educational trips - travel guidance**

[Coronavirus: travel guidance for educational settings](#)

**NQT Support:**

[Induction for newly qualified teachers during the coronavirus outbreak](#)

**Wrap around services:**

[Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings](#)

**Deferred admissions into Reception:**

[School admissions: School starting age - GOV.UK](#)

**Ofsted inspection recommencement:**

[Ofsted: coronavirus \(COVID-19\) rolling update](#)