RFSS Risk assessment for June 2021 re-opening for all children

Process: (update)

The Trust has used tools provided by Warwickshire County Council (WCC), Public Health England (PHE) and the Department for Education (DfE) and the risk assessment process has been to assess the risks within the school and identify mitigating actions to reduce the risk in accordance with the DfE published guidance, led by the Headteacher working with the senior leadership team and CEO. Whilst the Trust acknowledge that the impact of a child or adult contracting COVID-19 in school is significant and with certain areas e.g. social distancing for young children, it may be difficult to eliminate risk, trustees have also been mindful to balance that against the risks of children not attending schools if they do not return. Trustees would like to emphasise that the Trust and the Headteachers have acted as one in taking these decisions.

The following table provides a summary of the considerations across a number of risk areas and the mitigating actions that have been put in place. The risk management procedures involve an ongoing process of monitoring and review, led by the CEO. The Risk Assessment remains a live document and has been constantly reviewed following changes to guidance issued.

The outcome of a weekly meeting between the CEO and headteachers across the Trust will consider the existing and any new risks which will ensure that risk management remains live.

Risk Assessment
Approved – 1st September 2020
Last Updated – June 2021

Key Risk	Mitigation and controls put in place as per DfE guidance	Considered Risk after controls	Further comments
Travel to and from School	• Educate/inform parents and students via a written document and a recorded presentation about the need to recognise social distancing rules during their journey to and from school. Separate entrances for all year groups. Staff to stagger coming into school, office staff to record staff entering and leaving school. New sign in procedures reduce pen handling. • Staff on gates directing parents, parents not allowed on school site unless they stay in their car. • Administer hand gel on entry to all staff, students and visitors with temperature check as well.		
Social distancing on public transport	• Liaised with bus and communicate with parents about wearing face coverings on public transport and the need to keep to year group bubbles when on the public and school buses. Students asked to keep the same seat. • Liaise with LA school transport and private school bus company to ensure their advice is followed and they are compliant with social distancing guidance (walk, cycle or use car if this is an option) • Educate/inform parents and students via a written document and a recorded presentation about the need to social distance on public transport and to use alternative methods, if at all possible.		
Beginning of school day	• Main gate to be used by children only with parents dropping them off at the gate. • Staff briefings Monday, Wednesday and Friday morning to remind staff about procedures and expectations, these will be held via teams. • Stickers to mark safe social distances. • All year groups will use a separate entrance which will be supervised by staff.		

	• Parents will not enter the school building. Parents will only be allowed in the drop off area (turning circle). • Staff on duty to keep distance on gate • Floor stickers both in and outside • Signage around the school		
Parents congregating at the gate	• Stress with parents the government's message about social distancing. • Set out clear expectations for drop off / pick up. • Parents to leave children at gate in the mornings unless being dropped off by car. • Document to parents with advice and guidance on website making parents aware of the rationale for this.		
Zoning in school or maintaining bubbles	• All year groups will be using separate entrances and staircases, based in separate locations around the school and use a one-way system. • Students who need to visit communal areas will be monitored by a senior member of staff. • Signage is in place throughout the school as a reminder for both staff and students. • Face coverings will be worn by staff communal areas and corridors. Staff can remove face coverings when more than 2m away from students to teach. At all other points in the lesson e.g. moving around the room, face coverings should be worn. Staff and students who are exempt from wearing a face covering will be offered a face shield. Shields are now seen as less effective than masks and so should not be worn instead of a covering. When outside the building (lunchtime) can remove their face covering. All students have been informed that they are allowed to continue to wear their face covering whilst in corridors and classrooms. • **Update 6/6** In line with guidance mask wearing for students is optional. Staff still to wear a mask where social distancing is not an option.		Parents informed of changes to face coverings via letter. All students had an assembly to talk through the changes.

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	• **Update 14/6:** Mask wearing in communal areas for students now strongly recommended. Staff to continue to wear a mask.			
Assemblies	• To reduce large gathering of students within year groups we will be conducting most assemblies via Microsoft Teams. • Heads of Year will present the assembly on Microsoft Teams which will be viewed by students within their tutor classroom.			
Social distancing in classrooms SEPT 2020	• All classrooms will be arranged so that students are facing forwards at all times. • Students will be sent to lessons following the one-way systems and year group stairwell that has been put in place. • Classrooms will be cleaned at the end of the lesson by both students and teachers using appropriate cleaning materials. • Communal areas will be regularly cleaned, particularly the dining area after each lunch sitting. • Spot checks will be conducted by SLT to ensure procedures are being followed each lesson. • Additional text books and reading books have been purchased to ensure they are not shared across year groups within a 72 hour period to avoid cross contamination. • **Update 6/6:** Staff informed that facemasks must be worn, particularly if they are in close contact (1 metre) with a student. Staff were also reminded wherever possible to remain 2 metres from students and each other.			
Social distancing in other areas SEPT 2020	• We are supporting the wearing of face coverings by staff and students in communal areas and for the short period of time when students are moving between lessons. • Training on how to wear them and remove them safely will provided to both staff and students on their first day of return. • If there is a heightened local risk (or partial lockdown), the wearing of face coverings will be reinstated in communal			RFSS layout means that all year groups will be using the whole building (there are not separate blocks that can be isolated as in other schools). The one-way system will reduce passing traffic

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	areas (with the exception of some children with SEND where this is agreed) • In order to prevent students sharing equipment we ask that all students attend school with a pencil case containing a pen, pencil, ruler, rubber and sharpener. • Specialist equipment such as scientific calculator, protractor and compass are also required but can be lent to students, but cleaned upon return. • All equipment that students borrow during lesson will be cleaned at the end of the lesson. • Students will also be given a pair of Science goggles for them to use in their Science lessons. These will need to be replaced if lost or damaged. • Enrichment will still be accessible for students during lunchtime and afterschool. Students will attend all enrichment based on their year group and will not be allowed to mix with different year groups. There will be more information to follow about the after-school clubs on offer.		in the corridors but there may be times when moves between lessons mean there may be slightly more (albeit fleeting) contact between children than when in the classrooms.
Lining-up	• Educate students about social distancing when lining-up. • Floor stickers used to support this • Limit the need for lining-up and ensure it is supervised. • No lining up outside classrooms		
Movement around school between lessons	• Educate students about social distancing when lining-up • Floor stickers used to support this • Limit the need for lining-up and ensure it is supervised. • No lining up outside classrooms in corridors • Students will be able to walk to lessons themselves, maintain their social distance from other year groups. Staff will monitor lesson transitions around the site. • A one-way system and separate staircases have been assigned to each year group to avoid year groups mixing outside lessons. Where there is no one-way system, students are to keep left.		

Movement around school at break and lunchtime	• Educate students about social distancing when lining-up. • Floor stickers used to support this • Limit the need for lining-up and ensure it is supervised. • No lining up outside classrooms • Students will be escorted to their 'base' and supervised in their year group at break. • Outside spaces and areas of the dining area will be allocated to specific year groups. • When in their 'base', students to wear a mask unless eating and drinking.		
Managing lunchtime	• Year groups will have their lunchtime at different times during the day to reduce the risk of transmission.		Students were not asked to pre order lunch two weeks in advance as originally planned as it would have delayed the movement through the canteen.

Time	7	9	11
12.35-13.10	Lunch	Lunch	Lunch
13.10-14.10	Period 4	Period 4	Period 4

Time	8	10
12.5-13.35	Period 4	Period 4
13.35-14.10	Lunch	Lunch

• The Canteen will be cordoned off into two sections for each lunch period. Students will only be permitted to use their area and hatch within the canteen. Students in Year 9 will have their lunch area within the School Hall using the portable serving facilities.
• Students will use the cashless dining system as usual but will have separate finger reading machines and separate

	servicing hatches. All finger imaging equipment will be wiped after each child. • Students will be allocated an outdoor and indoor area for inclement weather to make use of during lunchtime. Students will be supervised at all times. **Indoor Area** <table><tr><td>Year Group</td><td>Area</td></tr><tr><td>7</td><td>Study Zone</td></tr><tr><td>8</td><td>Library</td></tr><tr><td>9</td><td>Hall</td></tr><tr><td>10</td><td>Hall</td></tr><tr><td>11</td><td>Library</td></tr></table> **Outdoor Area** <table><tr><td>Year Group</td><td>Area</td></tr><tr><td>7</td><td>English Zone</td></tr><tr><td>8</td><td>Drama</td></tr><tr><td>9</td><td>Drama</td></tr><tr><td>10</td><td>Canteen</td></tr><tr><td>11</td><td>Canteen</td></tr></table> • The Hall has been opened for year 9 to use at lunchtime and collect food from there.		
Managing Breaktimes	• Students will be escorted to their meeting point for break time by their teacher at the end of Period 2. • Students only in year 11 will make use of the canteen at break time. • Students will need to bring their own snack for break time this is due to the school reducing contact time between year groups and reducing the risk of transmission		

	• Where possible the courts should be open for two-year groups to access at lunch. • Provide additional supervision to ensure students observe social distancing. • Students to be based in separate indoor areas of the school if it is too wet.		
Managing Toilets	• Students will have access to specific toilets based on their year group during lesson times and break and lunch times. • If students require the toilet during lesson time they will be collected by a senior member of staff. • Cleaners and members of staff to regularly wipe the taps, handles and sinks to limit spreading of the virus. • Signs up to remind children about washing and drying hands • Talks to children about washing their hands and show them regularly how to do it		
Close proximity of staff to students	• Advice and guidance for staff on how to maintain the required physical distance when speaking to students in the classroom. • Staff to observe the same rules as students when lining up and leading the class to another area of the school. • Limit movement around the classroom (monitor from the front of the room). • Guidance needed for teachers when students need help, e.g. to apply first aid. Limit contact. • PPE offered for staff should they request it. • Screen is in place to protect associate staff		
Staff social distancing	• Limit numbers in staffroom to 6 and have stickers on the tables to where people can sit. • Staff asked to wipe down the surfaces they touch after lunchtime. • Utilise small classrooms as break / PPA spaces		

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	• Staff attend daily briefings (via Teams) which remind staff of the need for social distancing • Monitor face-to-face staff meetings, • Hand sanitiser all around the school, and cleaning spray and washable cloths in all areas too. • Staff to clean toilet after use. • Regular briefings via teams. • Hold meetings online where possible. • Staff are being provided with PPE and training on how to use it • SLT to monitor staff social distancing and challenge where needed. • Where staff share offices with seating arrangements below 2m, mask should be worn.		
End of day procedures	• Parents to remain in cars if collecting students. • Children to wait for collection socially distanced and are supervised. • Leave the school grounds in a timely and orderly manner via separate entrances. • Staff to supervise end of day procedures.		
Social distancing - trips and events off site	• All trips and visits will have a risk assessment completed which includes an assessment of risks around COVID and social distancing. • All trips and events will be based on year groups.		
Pupils who attend more than one setting e.g. alternative provision	• All students who attend alternative provision will continue to have weekly welfare checks • Additional checks will be done on COVID measures including their updated Safeguarding Policy and Risk Assessment		
Parents in school	• Cancel parents' evening and special assemblies/concerts and arrange alternative virtual events • Limit number of parents allowed in reception (office) area. • Signage to remind of social distancing rules.		Parents to book appointments prior to visiting.

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	• Discourage parents using this area and encourage phone / e-mail contact.		
Visitors to school	• Limit all but essential visitors to school and do not allow any visitors into school if they are displaying COVID symptoms • Produce clear guidance for any contractors if they have to make essential site visits, including, use of PPE, access on site only when students are not in school etc. • All contractors and visitors will have been tested before beginning work in the school. They will need to arrive 30 minutes early, complete a consent form and isolated until the results positive.		
How do we ensure staff and students are safe attending critical worker school during lockdown?	• Mass testing once per week for students in key worker school. Students identified as positive will be asked to isolate for 10 days. • Mass testing twice per week for staff. Staff identified as positive will be asked to isolate for 10 days. • Students whom we have no consent for testing to wear a mask at all times. • Same supervisor of the group ensures consistency and the ability for a rapport to be built. This promotes safeguarding. • Students and staff gelled and temperature checked on entry each day. • Use of Inclusion supports the most vulnerable students. • Seating plans in all lessons to ensure students can be identified easily. This seat is the same day to day. • Students have been placed into bubbles (initially key stage based). This bubble is then maintained throughout the day to minimise risk of transmission. • Students attending have been prioritised based on the government guidelines. • Staff letters have been provided to ensure they have proof they are a keyworker which will enable their children to attend critical worker school. • Optional teams for meetings for staff in school		See additional mass testing risk assessment

Key Risk	Mitigation and controls put in place as per DfE guidance	Considered Risk after controls	Further comments
	• Both staff and students are expected to always follow social distancing government guidelines and wear masks when moving around the building and where appropriate in the classroom (computer rooms). • Dining area is split into two areas for the two bubbles. • Regular hand hygiene. • All students tested on first day of attendance. • Masks worn in key areas. • Bubbles have separate stair cases and toilets. • Bubbles have separate areas outside for lunch and have access to separate areas of the tennis courts/sportshall. • Any PE lessons are completed at different times in the day to reduce numbers utilising the hall.		
Testing	• All students will be offered home testing kits. This will be completed Sunday and Wednesday. Results posted on Microsoft Forms and checked on Sunday and Wednesday. Any positive LFD test from the test centre or at home will result in isolation for 10 days and sent for a PCR test. • Home test results should be submitted to NHS and the school. • Any visitor that is working with students will need to have had a Covid test within 2 days in line with our staff's testing regime. • Any visitor speaking to a member of staff for longer than 10 minutes will need a Covid test. If the meeting is shorter than 10 minutes, this should be done in a space where social distancing can be achieved with masks on.		
Key Risk	**Mitigation and controls put in place as per DfE guidance**	**Considered Risk after controls**	**Further comments**
How do we compensate for the gaps in students' knowledge and skills that will have	• The first inset day of September will focus on the six key principles of teaching that we feel will ensure that our students will make the progress they need.		

developed following their extended absence from school?	• We will ensure staff focus on differentiation – students will return to school at different points in their educational journey and will need to have work adjusted accordingly • Staff will focus on recall and retrieval – allowing students to remember what they have learned and find strategies for learning work they may not have covered during this time, ensuring they are prepared for the future. To this end all lessons will include low stakes quizzes either at the beginning or the end of the lesson. • Staff training has taken place over the use of graphic organisers. All students in years 7-10 have been issued with Graphic organisers to complete prior to returning to school with key concepts covered in lockdown. • We will then use the first lessons to go back over these concepts making sure that differentiation supports all learners. • We will look at making sure they can forge links between their work, other work in their subject, work in other subjects and to the wider world. This will help with both their understanding of topics and they ability to remember and recall them. • We will ensure that through a variety of assessment for learning methods, we are constantly aware of where each child is currently at and what they need to do to ensure they make good progress during the academic year. • We will make oracy and literacy a focus in all lessons building in talking points to allow students the build on their own ideas and those of others. Further to this, teachers will be using and encouraging the use of an academic register which will allow students to become more fluent verbally and thus in their written work. • Ensure that not only will there be a routine within the school day, but within lessons too. With SET for learning, each lesson will start in silence, with every student having the right		

	equipment and a task to focus them. Having been away from school and an academic routine for so long, students will be able to use this to refocus themselves on learning within the classroom. • Year 11 students will be undertaking after school revision sessions after school, whilst also being invited to Saturday morning school and half-term revision sessions. • All year groups will have the opportunity to participate in after school Catch Up sessions on their return, with the focus being on homework and blended learning, where we combine what students have been working on during Lockdown, with the new content they will be taught during the next academic year. • A Saturday school will be launched for students requiring additional intervention with a focus on disadvantaged students. • When students return to school after February half-term, assessments will be used to ascertain knowledge gaps and will inform next steps in terms of interventions and enrichment clubs.		
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	• All visitors will sign in using the inventory machine which outlines Covid practices which visitors have to agree too. • One-way systems during busy change over periods should be adhered too. • Rooms will be provided which enable social distancing and PPE will be offered.		
Starting points for September may be unclear as end-of-year assessments have not be carried out	• Assessments will be carried out in September for all year groups to assess gaps in knowledge from online learning. • SOL will be adapted to address identified gaps and intervention put in place • A CPD session focusing on differentiation is planned for September to provide staff with strategies to tackle classes with varying starting points.		

	• Transition meetings between staff will be vital to share students' work/ and/or the most recent assessments. • Year 7 students to be CAT tested in September to establish a baseline to use alongside information provided from feeder schools • Contact has been made with feeder school regarding gaps in Year 6 knowledge and adaptations have been made to Year 7 SOL to address identified gaps.		
Starting points for March may be unclear.	• Graphic organisers and baseline assessments caried out before return and in the first weeks will support staff plan lessons that are differentiated. • CPD on the setting up of the organisers and the implementation is timetabled.		
Reporting to parents	• Teachers have talked to parents regularly and have conducted Parent consultation days for all year groups. • Parents evenings in the Autumn and spring term will report on how children have closed gaps in old curriculum as well as progress on their new key learning objectives. These will be conducted on Teams.		
Preparations for the changes to SRE that come into effect in September 2020	• Contact has been made with all partner primary schools and an SRE programme is being created for our new Year 7 which will address gaps in knowledge from KS2. • A student survey will be completed to assess progress made		
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a second wave or a local outbreak of COVID	**Part Lockdown Procedures** • Continue with the model for the 2019-2020 academic year in part. • Where possible Teachers to deliver online live lesson following their own timetable to avoid clashes across subjects. These will be delivered through Microsoft Teams. Live lessons can be: Live teaching lesson: Live feedback lesson based on previous work set: A combination of teaching and feedback		Training will be arranged for students in years 7 – 10 on how to access teams to prepare them for any isolation period

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	• In the case of a teacher being unable to fulfil a live lesson obligation, , , lesson content should be made available via Classcharts and/or teams assignments. • Marking and feedback to follow the same guidelines as 2019-2020. • Online learning platforms such as Seneca to be utilised. Further discussions to take place on this on September CPD Day 1. • SoL Implementation plans for each subject to be uploaded to RFSS website so that parents/carers can access the bigger picture with regards to teaching and learning • Where live lessons are taught, a register is completed and compiled. This is monitored by AHOYs and calls made to parents about students accessing lessons. Teachers also to contact home about content covered in lesson. • ClassCharts positives and negatives to be utilised. • Walkabout system utilised with SLT having access to all live lessons. • Quality assurance calendar to monitor lessons to ensure safe usage by all. **January 2021:** • W/C 4.1.21: Live Lessons for all year groups, with 45 minute lessons supplemented with a combination of synchronous and asynchronous learning. • CPD to staff on 4.1.21 outlined initial plans and expectations, with a further CPD session on good remote learning practice and pedagogy scheduled for 12.1.21. • MS Teams will also be used to give live feedback in lessons, in a written format. This will work in collaboration with Classcharts. • Teachers will continue with the assessment model laid out in school, as lessons will continue to be delivered in the same way, albeit virtually.		

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	• SoL Plans and Curriculum maps will need to be tweaked when staff and students are in the building, and knowledge gaps are ascertained. **Assessment Key Points for both Models:** • Classcharts will have a system where teachers can monitor classwork submission. Work is now submitted back onto ClassCharts instead of uploading to the OneDrive. • Forms to be used for mini quizzes/progress checks/knowledge checks etc. • Marking of skills and knowledge to be shared as a percentage overall with higher and foundation students outlined. • End of unit tests to be completed via forms or as a document timed with parents signature to say that they have completed in test conditions. • Assessment frameworks need to be submitted by middle leaders of their contingency plans. • Marking assessment data that can be collected will be collected via a number of online platforms via: Seneca, Hegarty, Kerboodle, Microsoft forms/quizzes, • Meet regularly with Middle Leaders to discuss this • Daily checks will be made to identify students who are not completing online work.		
Online or home learning for ALL pupils in event of further closure if a second wave or a local outbreak of COVID	• Adopt a hybrid model based on the 2019-2020 academic year, with some new introductions for 2020-2021. • Use the majority of the Online Learning plan from 2019-2020. Teachers to upload work weekly via Classcharts, with students submitting work via their personal One Drive folders. • In a change to the 20219-2020 model, teachers would be required to deliver at least one online live lesson a week for Core subjects, and once per fortnight for Non-Core subjects. These will be delivered through either Microsoft Teams.		

• Live lessons would no longer be optional to teaching staff: Live lessons can be: Live teaching lesson: Live feedback lesson based on previous work set: A combination of teaching and feedback • Marking and feedback to follow the same guidelines as 2019-2020. • Online learning platforms such as Seneca to be utilised. Further discussions to take place on this on September CPD Day 1. • SoL Implementation plans for each subject to be uploaded to RFSS website so that parents/carers can access the bigger picture with regards to teaching and learning. • Where live lessons are taught, a register is completed and compiled. This is monitored by AHOYs and calls made to parents about students accessing lessons. Teachers also to contact home about content covered in lesson. • ClassCharts positives and negatives to be utilised. • Walkabout system utilised with SLT having access to all live lessons. • Quality assurance calendar to monitor lessons to ensure safe usage by all. **January 2021:** • W/C 4.1.21: Year 11 Live Lessons through MS Teams. Years 7-10 work set through Classcharts • W/C 11.1.21: Live Lessons for all year groups, with 45 minute lessons supplemented with a combination of synchronous and asynchronous learning. • CPD to staff on 4.1.21 outlined initial plans and expectations, with a further CPD session on good remote learning practice and pedagogy scheduled for 12.1.21. • MS Teams will also be used to give live feedback in lessons, in a written format. This will work in collaboration with Classcharts.	

	• Teachers will continue with the assessment model laid out in school, as lessons will continue to be delivered in the same way, albeit virtually. • SoL Plans and Curriculum maps will need to be tweaked when staff and students are in the building, and knowledge gaps are ascertained. **Assessment Key Points for both Models:** • Classcharts needs to have a system where teachers can monitor classwork submission. • Forms to be used for mini quizzes/progress checks/knowledge checks etc. • Marking of skills and knowledge to be shared as a percentage overall with higher and foundation students outlined. • End of unit tests to be completed via forms or as a document timed with parents signature to say that they have completed in test conditions. • Assessment frameworks need to be submitted by middle leaders of their contingency plans. • Use marking assessment data that can be collected via: Seneca, Hegarty, Kerboodle, Microsoft forms/quizzes, • Meet regularly with Middle Leaders to discuss this • All students have been provided with lessons on teams and parents and carers have been provided with support and guidance on teams and internet safety. • All families have been surveyed to assess their internet and IT provision.		
Students who have high levels of need/EHCP	• A questionnaire was sent directly to students who are the autistic spectrum and/or suffer from anxiety to obtain their views on how they can best be supported back to school in September and what has and has not worked for them during the COVID lockdown. • Evidence from these questionnaires highlighted the need for the following to occur:		

Students who find returning to class from a long period in lockdown will be supported by a gradual return to the classroom by having access to work in the Inclusion Room on the proviso there is a graduated return to classroom. These young people will be continually monitored, and their anxieties/moods continually assessed by their key adults and supported back into the classroom as quickly as possible to ensure they are not missing out on long periods of quality first teaching.

- Students will also have the opportunity to come into school for 1-2 hours to meet with their teaching assistant/key adult in slowly reintegrating them into school life school numbers are reduced i.e. when only two-year groups are attending on the 3rd and 4th of September.
- All SEND pupils to receive their timetables early from SENDCos (these have been emailed to parents/carers along with supporting Teacher profiles to alleviate any anxieties that may occur from transitioning to teachers/staff who are unknown to pupils, especially for those pupils who find change difficult).
- Students and parents/carers who highlighted the need for a higher level of pastoral support will have further check-ins from tutors in the mornings to check wellbeing, and where appropriate, further check-ins from Pastoral and Inclusion department team.
- Furthermore, to support our SEND pupils further, anxieties/worries/concerns will be shared on SEND pupils one-page profiles (Pupil Centred Profiles) on *Classcharts* to inform all teachers of how they can support SEND pupils.

	• Strategies to support SEND pupils will also be shared on the school's SharePoint and will be highlighted to all staff on the teacher training day on Tuesday 1st of September 2020. • To support SEND pupils who do not understand social distancing measures, COVID-19, hand washing etc. social stories which explain how to socially distance, why and how and how to wash your hands have been created by teaching assistants prior to the summer break and will be pre-taught and used as a prompt to remind pupils. • Furthermore, visuals using Widgit software have been created for all student bathrooms with explanations in Romanian, Arabic, Portuguese and Polish to wash their hands to ensure that SEND pupils who also have EAL will be prompted to maintain good hygiene and health. • EHCP students in Band 1 for Key Worker School to be able to access face to face teaching supported by TA's.		
Some lessons/curriculum areas not taught as well as they usually are due to lack of group/pair work and restrictions on sharing equipment and proximity of staff to student e.g. individual modelling. Including PE, Music, Drama and Design Technology	• Teacher to teach and plan in different ways to take in to account of the differences in delivery and lack of sharing of equipment. • Teachers to be flexible and creative in their approaches to teaching. • Teachers to use lots of online resources to show children examples rather than with equipment. • Ensure there are opportunities to share ideas across the staff team		
Teaching PE	• Students will be in groups of no more than 15 • Outdoor sports will be taught wherever possible • Students will be placed in permanent groups within their year group bubble • Changing rooms will be deep cleaned between each use		
Teaching Music	**Curriculum lessons:** • Students will hand sanitise on the way in and out of the classroom.		

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- Students will clean any musical equipment used with wipes at the end of each lesson.
- Where students are sharing keyboards, each student will have a clearly marked half of the keyboard to use and they will only play their half of the keyboard during practical lessons. In GCSE Music lessons smaller groups sizes will mean that students do not need to share musical equipment.
- Students will face either the front of the classroom or the windows/walls around the outside of the classroom whilst using music equipment. They will not sit opposite/facing each other at any time.
- Whole class singing activities will not take place in lessons, until such time that the Government advice changes.

Extra-Curricular Activities:
- Choirs will not rehearse in full, but separate year group, lunchtime rehearsals will take place. Students will be required to sing at a least 2 metres distance from each other.
- Orchestra rehearsals and String Trio rehearsals will not take place as usual. Students will be given their parts to learn with a view to creating a virtual performance, where students record their parts to a click track separately, and then are mixed together to create a final performance.
- October's KS4 recital will be a virtual one. The process will be as above and then the recital will be made available for parents to view. We may have to do this for the Christmas Concert, depending on how Government advice changes.
- Students will be able to use Music technology hot desks in allocated year group lunch times and will clean all equipment after use.

Instrumental and Singing lessons:
- Lessons will take place in a Music classroom, not in the usual practice rooms. The Music classrooms are well-ventilated,

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| | they have windows and have much more space than the practice rooms, to ensure that teachers and students can socially distance during lessons.
• All students and teachers will sanitise their hands at the start and at the end of every lesson.
• Students will not be able to share instruments during lessons.
• Instruments such as the Drum Kit, Piano and Keyboards which are used in multiple lessons, will be cleaned between lessons.
• Music resources will be photocopied and students will need to bring their own music to each lesson, not sharing it with other students or the teacher.
• Students will take their instruments home with them at the end of the day, on the day of their lesson, to ensure that instruments and cases are not left in school overnight. | | |

Key Risk	Mitigation and controls put in place as per DfE guidance	Considered Risk after controls	Further comments
Rise in safeguarding disclosures should we re-enter a lock down.	• DSLs maintain contact with social workers/keyworkers of students with CP Plans, CIN Plans and Early Help Plans • Any developments were recorded on the system and shared with the relevant members of staff • Ensure that school information is up to date – safeguarding leads at LAs to send DSLs information in relation to new referrals as a matter of urgency • Ensure any guidance issued re safeguarding is followed. • Continued phone calls with those families whose children are not attending school. • The roles and responsibilities of the pastoral team have been reviewed and adapted and additional provision has been made to support the identified students. • Students who have made disclosures during closures have been added to the vulnerable list.		

	• Tutor and Pastoral teams working together to make regular wellbeing calls and home visits where identified.		
Students who may have suffered forms of abuse during lockdown and do not disclose to anyone	• Ensure that there are opportunities for whole class PSHE lessons/circle times/discussions, group activities and one-to-one discussions (if required) for students to share feelings/ anxieties/thoughts in a safe manner (this will be of benefit to all students) • Build capacity on the pastoral team - there may be a spike in disclosures when students return and maintain contact with families and students still at home. • Continue to promote the use of my-concern email to students • All students have been provided with a survey on their experience during lockdown which will identify students who have had social and emotional difficulties during lockdown and will require intervention. • Students with attendance below 95% have been identified and intervention has been put in place • Routines, expectations and sanctions have been reviewed and shared with parents and students, students who are likely to struggle with disengagement have been allocated with a mentor to support their transition back to school. • The roles and responsibilities of the pastoral team have been reviewed and adapted and additional provision has been made to support the identified students. • Continue to share external support agencies with parents and carers which may need to be accessed should a child disclose once back in school. • Increase the signage for safeguarding and how to access support across the school to raise awareness and encourage disclosures.		
DSL capacity to cover potential increase in demand	• Increased the number of DSLs who are in the associate team (non teaching) to ensure there is adequate time to deal with an increase in disclosures or intervention		

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Key Risk	Mitigation and controls put in place as per DfE guidance	Considered Risk after controls	Further comments
Students with underlying health conditions who are at a higher level of risk/have been shielding	- Update the list of students who are more vulnerable to COVID19. - Individual risk assessments completed and shared for student students on this list and updates made to health care plans. - Extra vigilance will be needed for this and other underlying health conditions in relation to social distancing e.g. for students with asthma (safety measures may vary from student to student). - Students with breathing difficulties exempt from wearing a mask. - Medical lists disseminated for each bubble as the children may not be taught by staff who know them well and have an awareness of their needs.		
Staff with underlying health conditions and/or pregnant staff are at a higher level of risk	- Staff with underlying health concerns have been added to a vulnerable list and risk assessments updated. - Additional safety measures to be put in place for staff who require additional protection. - Conduct regular surveys to staff wellbeing. - Promote the use of the staff care help line. - Add staff wellbeing to the SLT agenda weekly to identify staff who are struggling with the return to work.		
Some students with SEND: **- may have no awareness of space** **- may spit, scratch or bite** **- may require intimate care, incl. on-site nursing (hence social distancing cannot be implemented)**	- The SENDCos at Rugby Free Secondary School have coproduced with parents/carers risk assessments for all pupils with an Educational Health Care Plan and other pupils who have been identified as young people with special educational needs who may need a risk assessment. Risk assessments include: - Name, date of birth, year group and setting of young person - If the young person is entitled to free school meals		

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- If the young person has a social worker, and if so then the social worker is included in co-producing of the risk assessment - If the young person is known to social care - If the young person is on the child protection register - If the young person is a child looked after - If the young person was previously a Child In Need - If the young person was previously in care - If the health service input is required for the young person i.e. paediatrician or speech and language therapist - If one or more parents/carers are keyworkers - If anyone at home is identified as being in a COVID vulnerable group and has been advised to shield - If anyone in the household identified as having physical or mental health needs not relating to COVID which may impact the young person - If the young person has any underlying health conditions - If the parents/family/carers can meet the needs of the young person's health and care and wellbeing needs at home - If there are any risks of the EHCP not being met during a time when the young person may have to isolate - If the young person is at risk to others in the setting because of physical or hygienic reasons i.e. spitting, licking, kicking, touching etc. - If the young person understands social distancing and handwashing - If the young person requires positive handling intervention to support regulation - If the young person is a young carer - If the young person has attachment needs	

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	• Consideration that some parents and carers may be unable to sustain the levels of care and support that their children need for a long period of time. • Consideration of the loss of parent's access to respite and short breaks services • Inclusion of the views of the young person • Inclusion of the views of the parent/carer of the young person. • Risk assessments have been produced twice. First in May 2020 to provide information on supporting pupils with EHCPs and other vulnerable SEND pupils in providing them with a place at the setting during lockdown, and risk assessments were updated in August 2020 to provide information on supporting pupils return to school setting in September 2020. • Risk assessments are a living document and will continue to be updated with parents/carers, school, local authority and any other outside agencies that are deemed appropriate when necessary.		
Return to school for ASC students may cause anxiety	• A questionnaire was sent directly to students who are the autistic spectrum and/or suffer from anxiety to obtain their views on how they can best be supported back to school in September and what has and has not worked for them during the COVID lockdown. • Evidence from these questionnaires highlighted the need for the following to occur: • Students who find returning to class from a long period in lockdown will be supported by a gradual return to the classroom by having access to work in the Inclusion Room on the proviso there is a graduated return to classroom. These young people will be continually monitored, and their anxieties/moods continually assessed by their key adults and supported back into the classroom as quickly as		

	possible to ensure they are not missing out on long periods of quality first teaching. • Students will also have the opportunity to come into school for 1-2 hours to meet with their teaching assistant/key adult in slowly reintegrating them into school life school numbers are reduced i.e. when only two-year groups are attending on the 3rd and 4th of September. • All SEND pupils to receive their timetables early from SENDCos (these have been emailed to parents/carers along with supporting Teacher profiles to alleviate any anxieties that may occur from transitioning to teachers/staff who are unknown to pupils, especially for those pupils who find change difficult). • Students and parents/carers who highlighted the need for a higher level of pastoral support will have further check-ins from tutors in the mornings to check wellbeing, and where appropriate, further check-ins from Pastoral and Inclusion department team. • Furthermore, to support our SEND pupils further, anxieties/worries/concerns will be shared on SEND pupils one-page profiles (Pupil Centred Profiles) on Classcharts to inform all teachers of how they can support SEND pupils. • Strategies to support SEND pupils will also be shared on the school's SharePoint and will be highlighted to all staff on the teacher training day on Tuesday 1st of September 2020. • To support SEND pupils who do not understand social distancing measures, COVID-19, hand washing etc. social stories which explain how to socially distance, why and how and how to wash your hands have been created by teaching assistants prior to the summer break and will be pre-taught and used as a prompt to remind pupils.		

	• Furthermore, visuals using Widgit software have been created for all student bathrooms with explanations in Romanian, Arabic, Portuguese and Polish to wash their hands to ensure that SEND pupils who also have EAL will be prompted to maintain good hygiene and health.			
Work towards individual SEND targets **And SEND processes**	• Weekly wellbeing checks via phone calls and emails from SENDCOs to parents/carers • Weekly social skills group interventions/friendship group interventions/support with speech and language interventions provided via ZOOM from key adult teaching assistant • Weekly key adult teaching assistant ZOOM/phone call support to pupils who struggled with the academic workload and/or organisation of academic work set. • Pupils with EHCPs who did attend the setting during COVID lockdown where it was outlined in their EHCP that they should receive 1:1 or higher-level adult support, received this in class/childcare provision/physical education games/during free time. • All other small group intervention support and external support from external agencies i.e. speech and language therapists, was stopped due the high level of risk of them attending the setting or whereby the external agencies stating they could not attend the setting. • All EHCP annual reviews, educational psychologist and specialist teaching service meetings, annual reviews and reports took place virtually via *Microsoft Teams* and/or *ZOOM*. • Returning to School in September pupils with EHCPs will be have all provision outlined in their EHCPs fully met, including external agencies to return to the setting where they are			.

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Key Risk	Mitigation and controls put in place as per DfE guidance	Considered Risk after controls	Further comments
	safe and happy to do so. External agencies will be temperature checked and risk assessed.		
Some students, families and staff may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	• All parents, carers and students were asked about bereavement and students who have suffered a bereavement • Provide in-school support and a named person (someone the student is close to and in their bubble) to support the student when they need it • If required, access specialist support for the student, and if need be their family. • Regular phone calls in place with all families who have suffered a bereavement. • All staff have completed an online course in bereavement.		
Students with social and emotional difficulties managing their behaviour when returning to school and the routines of school life and may be more at risk of exclusion	• Students with SEMH difficulties have been placed on the vulnerable list and have been regularly contacted during lockdown to assess their emotional wellbeing • The roles and responsibilities of the pastoral team have been reviewed and adapted and additional provision has been made to support the identified students. • A SEND room has been created for students to access as a safe space when struggling with managing their behaviour. • We have amended the Behaviour (Relationships for Learning Policy) and Safeguarding policy to consider COVID and expectations will be regularly shared with students, parents and carers • Continue to share external support agencies with parents and carers which may need to be accessed should a child disclose once back in school. • PSHE will address social and emotional reactions to COVID and provide activities which will encourage discussion around feelings		

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	• A phased return may be offered for some students who really struggle with the transition back to school. • Staff have completed an online course on mental health		
Some students will not have had any social contact with anyone out of their immediate family	• A phased return during the first week back has been planned to provide a smooth transition which will support students who have had little to no contact outside of their immediate family. • Plan some social 'catching up' time for students and their friends that observe social distancing rules in their 'bubble' so that they are emotionally prepared to learn. • Ensure staff are asked to be very mindful of mental health needs and the need to be extra supportive of children. Lots of PSHCE and circle time work in the first week, videos and stories particularly surrounding anxieties and worries about being back at school. • Provide resources to parents and carers to support with increased anxiety • All staff have completed a CPD course on mental health		
Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	Parents and carers have been provided with information about our safety measures and what support we are putting in for our children. • SLT will also have 1:1 conversations with parents who need extra reassurance/conversations.		
Key Risk	**Mitigation and controls put in place as per DfE guidance**	**Considered Risk after controls**	**Further comments**
Maintaining regular levels of hand washing/hygiene	• Students to apply 70% alcohol-based 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) are available throughout the day– ensure there are adequate supplies of hand gel and soap. • Signs will be up around schools reminding everyone about the importance of hand washing and hygiene. • Insist on any visitors to the school e.g. contractors to use hand gel before they enter and as they leave the building.		

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When students sneeze or cough, they will spread germs/ bacteria, especially younger students/children	• Educate students about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds.
	• Bins around school to be emptied several times a day and cleaned.
	• Close contact identification flow chart
	   o Been within 1 metre having face-to-face conversation, or
	   o Been coughed on, or
	   o Had skin to skin physical contact, or had any contact within one metre for one minute or longer, or
	   o Been within 2m for longer than 15mins		

Higher level of cleanliness/arrangements with cleaning company	• Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures • Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend. • Asking students to clean their hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand gel or sanitiser ensuring that all parts of the hands are covered. • Providing hand sanitiser in all rooms and ensuring students are using it during entry and exit to all rooms. • ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. • cleaning frequently touched surfaces often using standard products, such as detergents and bleach. • minimising contact and mixing by altering, as much as possible, the environment. • All desks and chairs to be wiped down after each lesson and fully cleaned at the start and end of each day.		

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Key Risk	Mitigation and controls put in place as per DfE guidance	Considered Risk after controls	Further comments
	• Staff to clean IT equipment (esp. keyboards, mice) with anti-bacterial wipes after use. • Staff to wipe surfaces, equipment, handrails and handles throughout day on a rota so that there is someone cleaning constantly. • Additional cleaners have been contracted to clean all classrooms in between AM and PM sessions.		
Shared Equipment	• Parents, Carers and Students have been asked to bring their own equipment to avoid sharing. • Additional resources have been purchased to reduce the need for sharing between bubbles. • Resources which are shared between bubbles will not be for at least 48 hours and 72 for plastic items and cleaned meticulously.		
Face coverings	• Face coverings will be provided for vulnerable staff and those who wish to wear them. • Any student using a face covering will be advised about how to remove them and asked to wash their hands immediately. • Clinical waste bins will be provided for students with disposable masks.		
Water fountains	• All Water fountains to be closed and sealed off. Children requested to bring in a water bottle. • Students can purchase a bottle of water at lunch and there are also water refill stations.		
Safety checks	• Facilities and Estates Manager has ensured that all checks are done as normal and these companies can still come into school as normal and as planned and if not, to instruct other companies that can undertake the work. All checks such as PAT testing, fire alarm checks, building checks etc.		.
Key Risk	**Mitigation and controls put in place as per DfE guidance**	**Considered Risk after controls**	**Further comments**
Transition into Y7/R	• Year 7 and 11 students will return before all other year groups to enable Year 7 students to settle in.		

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	- Vulnerable students have been identified during the summer term and school tours were conducted along with a virtual transition day. - A vulnerable list will be shared with staff and have additional pastoral support as and when needed. - Contact will be made with parents early in the Autumn Term to discuss their child's transition to RFSS.		
Transition into other year groups within the same school	- If students start to return before the summer break, they will be able to meet their new teacher in a manner that respects social distancing. - If not, teachers to produce a letter/information leaflet / video / presentation for parents/carers and children sharing information in relation to their new year group.		
Key Risk	**Mitigation and controls put in place as per DfE guidance**	**Considered Risk after controls**	**Further comments**
Student begins to show symptoms when in school (cough and/or temperature developing)	- Students with a raised temperature on entry will be sent home immediately (after contact made with parents) - Students will be isolated in the first aid room until parents can be contacted. - Parents asked to get their child tested. Child can only return to school once they have a 'negative' test result or 7 days later if they do not get tested. If test comes back positive, then all children who have been in close proximity will be immediately asked to isolate for 10 days. and staff in that bubble has to isolate for 10 days. - Parents of classmates informed so they can be extra vigilant with their monitoring. - Temperatures taken on children on entry to the building if possible, to try and contain the spread before I child enters a classroom.		
PPE in school if students develop symptoms and need assistance	- PPE has been purchased and training given for staff who are on first aid rota. - Clinical waste bins will be provided for used PPE.		

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Member of staff begins to show symptoms when in school (cough and/or temperature developing)	• Staff with a raised temperature on entry will be sent home immediately (after contact made with parents) • Staff asked to get tested. Staff can only return to school once they have a 'negative' test result or 7 days later if they do not get tested. If test comes back positive, then all children and staff who have been in close proximity will be immediately asked to isolate for 10 days. and staff in that bubble must isolate for 10days.		.
Staffing shortages as a result of staff self-isolating	• The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent. • Cover internally to reduce the risk of bringing the infection into the supply staff if possible. • Use TAs to cover classes in emergency if necessary. • Provide supply staff with information about our systems and procedures and ensure they fully understand.		
Student, staff or families tests positive to Covid 19	• Contact the local health team will be contacted if we become aware of a confirmed case. • Follow actions advised by the health protection team • We will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10days since they were last in close contact with that person when they were infectious. • Keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups.		
Multiple suspected cases	• Follow advise from the local health protection team who will be able to advise if additional action is required.		
Outbreak in school	• Follow advise from the local health protection team who will be able to advise if additional action is required. Should the school move in to tier 2 we will operate a rota system that means pupils spend 2 weeks on-site followed by 2 weeks at home (so, 10 days on-site, with a weekend in between, followed by 16 days at home.		

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Outbreak in local area	• Senior Leaders to implement the guidance regarding local outbreaks which will be dependent on the tier advised by public health teams. A contingency plan is in place for the movement to Tier 2,3 and 4. • We will remain open to students of critical workers and vulnerable students • Implement the lock down contingency plan		
Additional cleaning expenses	• Increased budget for PPE, cleaning and equipment linked with COVID19. • Lower spending in other areas and sensible precautions on ordering of supplies. • An additional budget has been allocated for additional cleaning expenses.		
Additional support and guidance for specific groups of pupils such as: **• EAL pupils** **• Newly arrived in the UK** **• Refugees** **• Families with no recourse to public funds (NRPF)**	• Plan support, induction and training for staff if appropriate • Ensure a welcome procedure is in place for new families, which includes access to translated advice about social distancing		

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