

## Longridge Towers School - Boarding Risk Assessment Covid 19

Created 31st August 2020

Updated 26th August 2021

Shared with relevant team members

### Overview

Boarding at Longridge will be opening from 1st September 2021 as normal. Although the pupils who reside in boarding may be classified as a single household, there nevertheless still requires measures to be put in place to safeguard the welfare of both the boarders and the House Parents, other staff and boarders' parents who are part of the Boarding Community as well as part of the overall school.. This Risk Assessment should be read in conjunction with the Covid-19 Risk Assessment Policy for the whole school available on the school website.:

This risk assessment covers the following aspects:

- A Safeguarding
- B Boarding House
- C Boarding Trips and Activities
- D Behaviour and Discipline
- E. Medical and Quarantining
- F. Curriculum Provision
- G. Wellbeing

The following documents were consulted in the drawing up of this risk assessment:

Guidance for full opening: schools:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

Longridge Boarding House also adheres to the standards set out in the BSA Covid Safe Charter, and appear on the register for this award:

<https://www.boarding.org.uk/userfiles/bsa/pdf/Advice%20and%20Guidance/82902%20BSA%20COVID%20V2.pdf>

Risk	Consequence	Risk Likelihood	Risk Rating (before)	Controls	Control effectiveness	Risk Rating (after controls)	Further actions (inc. by whom and when)
------	-------------	-----------------	----------------------	----------	-----------------------	------------------------------	---

			controls )				
<b>A Safeguarding</b>							
1. Is all staff training up to date?	Relevant qualifications e.g. first aid, have lapsed during lockdown; staff not adequately trained; compliance failure; boarders put at risk	Unlikely	Medium	Audit done by Head of Boarding; all staff completed whole school training on fire safety, GDPR and first aid where applicable; all have completed safeguarding refresher training	Effective	Low	
2. Are there sufficient staff available to run the boarding house with new measures in place, including supervision of boarders required to remain in boarding to self-isolate, or whose bubble has been collapsed?	Insufficient staff, breaches in cleaning/catering/medical cover/boarder supervision; safeguarding incident or boarder health and wellbeing compromised	Possible	Medium	Staff rotas in place to provide appropriate adult supervision/catering/cleaning/medical care in boarding; list of cover staff in place; House Parents to be on premises during day if required for boarders self-isolating or remaining in boarding and being unable to return home or go to a guardian	Effective	Medium	GH to monitor ongoing; liaise with VB regarding cover arrangements if needed
3. Do all policies and procedures take account of the Covid-19 situation	Guidance to staff not compliant with current situation; lack of clarity or incorrect direction re procedures	Possible	High	Audit of all policy documentation to ensure that Covid-19 is referenced appropriately; circulation to relevant staff; Boarders' Handbook and guidance take account of changes of systems/routines in respect of Covid-19	Effective	Medium	
4. Are all risk assessments updated and adapted to take account of changed circumstances	Risk assessments incomplete due to not containing sections relevant to Covid-19; not all risks identified and mitigated for; serious incident; boarders/staff put	Possible	Extreme	School risk assessments have been updated; trip risk assessments to be approved by EVC in accordance with EV policy requirements.  There are few restrictions in place although heightened hygiene is a focus, with handwashing.	Effective	Medium	

?	as risk						
5. Are all members of the boarding community familiar with fire safety procedures?	Members of community unsure about fire procedures; individual and collective safety compromised; injury/death	Possible	Extreme	Fire procedures covered as part of boarder induction; fire alarm practices to be carried out in first two weeks of term and thereafter in line with current requirements; Boarders walked through evacuation routes as part of induction process; visual check of areas conducted regularly to identify hazards and measures taken to remove these; fire drills carried out	Effective	Medium	SF and GH ensure fire drills are planned and carried out to satisfactory levels
6. Does boarder supervision ensure that no out of hours access occurs to dedicated school zones for bubbles?	Cross contamination between bubbles; increased risk of virus transmission; boarder develops coronavirus; school bubble required to collapse; boarders and House Parents required to self-isolate	Possible	Low	Bubble restrictions have been lifted. BUT boarding staff may need to be isolated for school or personal reasons.	Effective	Low	
<b>B Boarding House</b>							
1. Are occupation levels safe and appropriate?	Overcrowding in boarding leading to increased risk of contamination and transmission of Covid-19; health and wellbeing of boarding community members compromised	Unlikely	Extreme	Boarding occupation levels maintained within safe capacity; rooms single occupancy, or dual occupancy with appropriate SD spacing for boarders sharing; bathroom/shower ratios low; clear signage in rooms and communal areas reminding boarders of appropriate hygiene regimes; items of furniture not required have been removed and put into storage in order to maximise space. Ventilation in place	Effective	Medium	GH ongoing monitoring of communal areas in order to refine arrangements as and when required
2. Are appropriate cleaning and hygiene routines in place and understood?	Lack of or lapse in maintenance of routines; increased risk of contamination and transmission of Covid-19; health and wellbeing of boarding community members compromised	Possible	High	Cleaning routines established including fogging of communal spaces once per week, hand sanitisers provided at both entry doors to the boarding house, with appropriate signage; routines including the need for increased hand washing and respiratory hygiene explained as part of all boarders' induction process; hand gel provided is minimum 70% alcohol; appropriate support provided for boarders with SEN	Effective	Medium	

3.	Are laundry procedures in place which are appropriate?	Laundry not sufficiently cleaned; contamination and increased risk of contamination and transmission of Covid-19	Possible	High	Agreed procedures in place for laundry; appropriate areas provided for collection of laundry; bedding/towels changed regularly and washed at 65°; all other laundry washed in accordance with government guidance; laundry procedures in place for dealing with laundry of a boarder with suspected or confirmed Covid-19	Effective	Medium	
4.	Are kitchen facilities clean and appropriately managed?	Lack of clarity about appropriate use and cleaning of boarding kitchen areas; poor catering management; boarders unclear about access to facilities; food poisoning	Possible	Extreme	Boarding staff have appropriate Food Hygiene qualifications; regular audit from Environmental Health; cleaning procedures clearly understood and documented; regular internal oversight of documentation; kitchen area deep cleaned prior to opening of boarding; SD maintained by boarder and staff in kitchen area; regular food stock check taken, all perishable foods labelled according to dates; regular liaison with School Catering Manager to ensure appropriate stock levels maintained; procedure for providing catering to boarders self-isolating in place and clearly understood by staff; expectations of behaviour in kitchen area and permissions to use clearly explained as part of boarding induction procedure	Effective	Low	GH to ensure that all boarding staff understand procedure for providing catering for self-isolating boarders
5.	Is communication with boarders, staff and parents timely, clear and appropriate?	Poor communication leading to confusion; misleading information; or lack of consultation.	Possible	High	Clear signage regarding routines and expectations; regular communications with parents/guardians on boarding specific matters; use of Google Classroom for boarders both in boarding and those who may be at home to communicate with House Parents regarding trips, ideas and thoughts on boarding; weekly boarding house meeting; weekly boarders' meeting facilitated by boarding prefects; boarders have access to online papers and television news stations; House Parents/School monitor news in order to identify appropriate support for boarders in relation to world events, including Covid-19, which may have a particular impact upon them	Effective	Low	
6.	Are appropriate procedures in place for managing dropping	Parents unclear of procedures; access to boarding allows for increased contamination and transmission risk	Possible	Extreme	Communication to parents regarding procedures for dropping off or picking up boarders, including expectations of hygiene routines; access to boarding monitored by House Parents and kept to restricted times when parents unlikely to encounter	Acceptable	Medium	

off/pick up arrangements?				boarders other than their own child/ren; boarders required to sign in/sign out as per normal monitoring requirements, including for exeats and/or visits to friends			
7. Are appropriate arrangements in place for flexi boarding?	Lack of understanding of implications of flexi boarders being added to boarding; increased risk of contamination and transmission of Covid-19	Possible	Extreme	While there are no restrictions on flexi boarding we will monitor room usage and contamination and keep heightened hygiene routines like handwashing and ventilation	Acceptable	Medium	GH to monitor ongoing and raise any further identified risks and controls to manage them.
8. Are appropriate clearing arrangements for telephone booths outside boarding in place?	Boarder/day pupil chooses to use phone or booth for privacy in communications; increased risk of virus transmission; positive case of coronavirus; school required to collapse bubbles; all boarders and House Parents required to self-isolate	NA	NA	NA - use personal mobiles	NA	NA	
9. How is the requirement for boarders to have access to a newspaper managed safely?	Increased risk of virus transmission from multiple handling of newspaper; boarder/House Parent health compromised; transmission of virus leading to boarding house self-isolating; collapse of school bubbles	Possible	High	Physical papers have been replaced by access to online paper (digital), due to the risk of contamination.	Effective	Low	
<b>C Boarding Trips and Activities</b>							
1. Have appropriate recreation areas both inside and outside been identified?	Cross contamination between bubbles as boarders unclear about permitted areas	Possible	Low	Concept of bubbles has been lifted, there are no restrictions	Effective	Low	

2.	Are boarders clear about which activities are permitted, which are not, and any safety requirements related to permitted activities?	Boarders unclear about what they are permitted as leisure activities; boarders unaware of any restrictions/requirements around permitted activities; increased risk of transmission of Covid-19	Possible	Medium	No restrictions on activities as long as prudent , and follow heightened hygiene expectations	Acceptable	Low	
3.	Are all external trips appropriately risk assessed?	Inadequate risk assessment made; boarder/staff wellbeing and health compromised	Possible	Extreme	Enhanced trip risk assessment to be completed and check with EVC; transport by school minibus. House Parents completing risk assessment to check with any external venues/providers that they conform with government guidance on Covid-19 management. Details to be given to venue for tracing purposes if required School bus to be cleaned before and after use. Pupils to be briefed about additional risks and legal requirements in England and Scotland when away from School.	Acceptable	Medium	
4.	Are boarders' friends allowed to come on weekend trips?	Cross contamination between bubbles; increased risk of virus transmission; boarder develops coronavirus; school bubble required to collapse; boarders and House Parents required to self-isolate	Possible	Extreme	There are no restrictions but we will expect common sense, do not ask to come if showing symptoms or in isolation, and observe our heightened hygiene rules	Effective	Medium	House Parents to consider guests on a case by case basis
<b>D Behaviour and Discipline</b>								
1.	Are expectations of behaviour clearly communicated, along with sanctions?	Boarders unclear of any new behaviour expectations regarding Covid-19; compromise of boarder health and wellbeing	Possible	High	Ensure all boarders are reminded to stay prudent	Effective	Medium	

E. Medical and Quarantining.								
1.	Is PPE available for staff if required, and have staff been shown how to don and discard it safely?	Lack of PPE or appropriate training in respect of PPE usage endangers staff/boarders by increasing transmission risk	Possible	High	Situations where House Parents might need to use PPE clarified; appropriate stocks kept in Boarding; training in safe donning and discarding provided by School Matron; appropriate disposal process and equipment provided, as per government guidelines	Effective	Medium	
2.	Are appropriate processes in place for responding to a suspected or confirmed case of Covid-19	Confusion over process; increased risk of transmission and contamination; Covid-19 outbreak; collapse of bubbles or temporary closure of school	Possible	High	School process to be followed regarding suspected or confirmed case in boarding, including isolation, enhanced cleaning processes in line with government guidance and arrangements for testing; isolation facilities identified in boarding; local PHE team contacted for advice; borders to be advised that they should not return to boarding after being home if displaying any symptoms of Covid-19;	Effective	Medium	
3.	Have procedures been established for boarders who require to undergo a period of quarantine or self-isolation?	No or poor practice; increased risk of transmission of Covid-19; bubble collapse	Possible	Extreme	Boarders coming from overseas adhere to Coronavirus (COVID-19): guidance for residential educational setting with international students under the age of 18 <a href="#">Coronavirus (COVID-19): guidance for residential educational settings with international students under the age of 18</a> ; processes communicated to all parents  We have a room suitable for isolation in girls and boys corridors.	Acceptable	High	Gh ensure Spain still on green list and check requirements close to half term
4.	Have appropriate adjustments been made for normal medical care of boarders?	Normal medical care compromised; non-Covid-19 medical conditions not identified or supported appropriately	Possible	Medium	Health forms completed for all boarders; regular liaison with School Matron regarding health management of any conditions, including arrangements for any necessary appointments;	Needs improvement	Medium	GH to liaise with MH regarding any changes to local GP/hospital opening and attendance requirements
F. Curriculum Provision								
1.	Is there	Boarder misses out on	Possible	High	Access to be given via one chromebook per	Effective	Low	

appropriate access for any boarders required to access remote learning due to their bubble being collapsed, or having to self-isolate?	education; impact on success in future examinations			boarder - equipment to be borrowed from school; lessons available on Google Classroom platform, and staff clear about expectations of remote learning provision for all circumstances - Remote Teaching and Learning Policy. Boarders have access to a computer room for homework.			
--	---	--	--	--	--	--	--

### G. Wellbeing

1. Are appropriate arrangements for boarder and staff wellbeing in place?	Staff/boarder well-being compromised	Possible	High	Whole school health and wellbeing programme in place; boarders complete weekly online wellbeing check, monitored by House Parents; boarders also have access to Childline, and other external support agencies; boarders have access to an Independent Listener and can also communicate in confidence using Tootoot; appropriate contact details displayed in boarding house; communication between House Parents and School Pastoral team; Head of Boarding/Residential Senior House Parent have weekly meeting with DSL regarding boarder and staff welfare; vulnerable boarders identified and given appropriate pastoral support	Effective	Medium	
---	--------------------------------------	----------	------	---	-----------	--------	--

**Table 2: Likelihood Criteria:** This guide provides the indicative terms against which the probability of a risk event occurrence is evaluated.

Descriptor	Description	Indicative %	Indicative Frequency	Note:  1. <i>The <b>Likelihood Criteria</b> refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a 'major' consequence.</i> 2. <i>The <b>Indicative Frequency</b> may not be relevant when assessing risks related to</i>
Almost Certain	Expected to occur	>95%	Multiple times in the next year	
Likely	Probably will occur (no surprise)	66-95%	At least once in the next year	

Possible	May occur at some stage	26-65%	Once in the next 3 years	<i>repeated activities, or when objectives are to be delivered over discrete periods of time. It should not be the sole basis for assessment.</i>
Unlikely	Would be surprising if it occurred	5-25%	Once in the next 5 years	
Rare	May never occur	<5%	Once in the next 10 years	

**Table 3: Risk Rating Matrix (Before Controls):** Used to combine consequence with likelihood to determine the overall level of risk.

Risk Rating Matrix		Consequence				
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost Certain	Medium	High	Extreme	Extreme	Extreme
	Likely	Medium	Medium	High	Extreme	Extreme
	Possible	Low	Medium	Medium	High	Extreme
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Low	Medium	Medium

**Table 4: Control Effectiveness:** Indicates the self-assessment of control effectiveness.

Controls Effectiveness Rating and Criteria	
<b>Effective</b>	<ul style="list-style-type: none"> <li>§ The design of controls is adequate and effective in addressing the key causes and/or consequences.</li> <li>§ The controls (e.g. policies, procedures, etc.) have been formally documented and proactively communicated to relevant stakeholders.</li> <li>§ The controls overall, are operating effectively so as to manage the risk.</li> </ul>

<b>Acceptable</b>	<p>§ The design of controls is largely adequate and effective in addressing key causes and/or consequences.</p> <p>§ The controls (e.g. policies, procedures, etc.) have been formally documented but not proactively communicated to relevant stakeholders.</p> <p>§ The controls are largely operating in a satisfactory manner and are providing some level of assurance.</p>
<b>Needs Improvement</b>	<p>§ The design of controls only partially addresses key causes and/or consequences.</p> <p>§ Documentation and/or communication of the controls (e.g. policies, procedures, etc.) are incomplete, unclear or inconsistent.</p> <p>§ The controls are not operating consistently and/or effectively and have not been implemented in full.</p>
<b>Ineffective</b>	<p>§ The design of controls overall, is ineffective in addressing key causes and/or consequences.</p> <p>§ Documentation and/or communication of the controls does not exist (e.g. policies, procedures, etc.).</p> <p>§ The controls are not in operation or have not yet been implemented.</p>

**Table 5: Risk Rating (after Controls):** Used to decide whether the risk is acceptable, based on the rating calculated.

<b>Low = Acceptable (with periodic review)</b>	Exposure to this risk is acceptable, but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary.
<b>Medium = Tolerable (with frequent risk owner review)</b>	Exposure to the risk may continue, provided it has been appropriately assessed and has been managed to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered.
<b>High = Tolerable (with ongoing delegated senior leader/ manager review)</b>	Risk should be reduced by developing treatments. It should be subject to on-going review to ensure controls remain effective, and the benefits balance against the risk. Escalation of this level of risk to delegated senior leaders or managers should occur.
<b>Extreme = Unacceptable (must have Headmaster / Governor oversight)</b>	Immediately consider whether the activity associated with this risk should cease. Any decision to continue exposure to this level of risk should be made at Headmaster / Governor level, be subject to the development of detailed treatments, on-going oversight and high level review.