

## Mental Health and Well-Being Risk Assessment – July 2018

### Overview

- This paper is submitted for the approval of the Governing Body on 3<sup>rd</sup> July 2018
- It is designed to inform the decision Governors are taking over the location of the school for academic year 2018/19
- It has been co-authored by KAA and the Care for Grenfell NHS CAHMS Team
- It has been independently reviewed by Browne Jacobson

### I. Potential risks of the academy returning to KAAI in the academic year 2018/2019

Risk	Mitigations
<p>Generalised grief and trauma amongst students and staff for lost friends and relatives, triggered by the school environment</p>	<ul style="list-style-type: none"> <li>• The academy will maintain psychological and therapeutic support resources at current levels for the next academic year. Future resourcing decisions will be dynamic and reflective of current levels of need and will be increased where necessary.</li> <li>• The academy will maintain its direct referral system with the CAMHS care for Grenfell team. The therapeutic team at KAA will be appropriately clinically managed by the academy clinical psychologist who will act as point of contact for external services.</li> <li>• The academy will collaborate with the NHS Care for Grenfell team to conduct a baseline screen of all students at the academy for symptoms of trauma or PTSD.</li> <li>• The academy will continue to receive enhanced support from the local educational psychology service to provide strategic support and enhanced provision at key milestones. Eg. anniversaries, birthdays, public enquiry updates</li> <li>• Student “drop in” sessions from the counselling team will continue to be available every day to any student who requests it at break and lunchtime</li> <li>• The academy will maintain a confidential register of known affected students. This will be shared with form tutors and pastoral leaders regularly so that informed and empathetic support can be provided in relation to student behaviour.</li> <li>• Any student who expressed distress during lesson time will be offered the opportunity to take a break and receive pastoral support from counsellors, mentors or school leaders. This provision will have increased importance in the initial weeks following a potential return to the building</li> <li>• The academy will maintain the current additional learning mentor provision for at least the next academic year to support with student-specific distress and grief.</li> <li>• Key support staff will be provided with “mental health first aid” training through MIND the charity during the Autumn 2018 term to ensure that trained and appropriate ad-hoc support is always available in school</li> <li>• An appropriate space will be sourced at KAAI to maintain the Grenfell memorial room that students have valued this year. Student artwork and messages will be carefully transported and re-displayed in the new room</li> <li>• The lockers of deceased students is an emotive and sensitive subject for both students and staff. The academy will develop a plan for how they will be maintained or repurposed with full involvement their close friends at school and the student council. Advice will be sought from educational and clinical psychologists to confirm any plans.</li> </ul>

<p>Emotional impact of students having sight of the tower during the school day</p>	<ul style="list-style-type: none"> <li>• The academy will end the practice of playground “line ups” during the school day to ensure that no student feels pressurised to stand in view of the tower</li> <li>• The wrapping of Grenfell tower has now been completed, which will provide some mitigation to the emotional impact of its aspect from the playground</li> <li>• All classrooms with sight of the tower will have window graphics installed to reduce the risk of distraction or distress during lessons. The window graphics will display inspirational portraits and quotations; fully obscuring view of the tower while allowing natural light in to the rooms.</li> <li>• Window graphics will be partially installed in the lunch hall to reduce the visual impact of the tower during lunchtime. A small number of windows will remain unscreened in the dining hall to allow students the choice to view if they wish. This will also support psychologists and therapists to work with the most affected students by designing exposure therapy programmes where appropriate</li> <li>• The fourth-floor terrace on the north side of the academy will be opened for student use as an outdoor social space which does not have view of the tower</li> <li>• Play workers and play schemes will be commissioned to run indoor lunch activities in the sports hall and theatre to offer those students who do not wish to view the tower stimulating alternatives.</li> <li>• All staff will continue to receive annual training in September on spotting the signs of PTSD or trauma in young people. This training will be planned and delivered in collaboration with the NHS Care for Grenfell team.</li> <li>• Students should be provided with ongoing psychoeducational support and knowledge to enable them to support peers through a “peer screening” programme. The NHS Care for Grenfell team can provide training and support in developing this.</li> <li>• Students should be involved with and be invited to develop psychoeducational materials and resources that can be used by the whole school</li> <li>• The academy should consider the appointment of several “mental health champions” from within the student body to regularly feedback and input into planning of mental health and wellbeing support in conjunction with the academy leadership</li> </ul>
<p>Anxiety surrounding the current uncertainty in relation to the deconstruction process</p>	<ul style="list-style-type: none"> <li>• The academy leadership and, where appropriate, the student body will be involved in and contribute to the upcoming community consultation on the future of the Grenfell tower site and on timescales and disruptions for potential deconstruction.</li> <li>• Clear and transparent information will be provided to students and parents as soon as it becomes available to the Academy</li> </ul>
<p>Community concerns about air quality</p>	<ul style="list-style-type: none"> <li>• Updated readings of Public Health England’s air quality monitoring system will be regularly shared on the school website and, where appropriate, on digital displays in the academy. Students will be provided with clear guidance on how to access this information.</li> <li>• Students could be included in the monitoring process via projects encouraging them to measure and report on air quality in their community. This could be delivered through an enrichment programme in conjunction with Public Health England.</li> </ul>
<p>Anxiety around the physical structure of the tower becoming unstable</p>	<ul style="list-style-type: none"> <li>• The academy will invite the Grenfell site management team to brief students via an enrichment “Q&amp;A” session. At the request of students, specific information will be shared on the wrapping and scaffolding, building movements, levels of toxins etc.</li> <li>• A clear and transparent evacuation procedure will be developed and shared with all students and parents – including fire safety planning and personal safety. Students will be drilled on specific evacuation routes and procedures regularly and these will be published on the academy website. Most affected students will be</li> </ul>

	<p>given advance warning of any planned drilled and psychological support will available during any drill.</p> <ul style="list-style-type: none"> <li>• Direct feedback will be provided to students on the ongoing monitoring of the structural integrity of the tower. Students will understand where and how to receive this information.</li> </ul>
<p>A student being significantly traumatised and feeling unable to return to the building</p>	<ul style="list-style-type: none"> <li>• A careful and considered ongoing reorientation programme will be completed for all students before any potential move back to KAAI. This is currently in process.</li> <li>• Students who feel unable to return to the building or have difficulty on a reorientation visit are identified and will be offered additional private visits, in dialogue with parents and student wishes, and under close supervision of the relevant psychologists and therapists.</li> <li>• Students who display enduring difficulties returning to the KAAI site will be offered a referral to the NHS Grenfell team for assessment and treatment where this has not already taken place.</li> <li>• Individualised plans will be developed for any young person who requires it and parents will be involved at every step.</li> <li>• Where all other interventions have been unsuccessful, the academy leadership will support families and students to make informed choices about other educational options or provisions, in liaison with the RBKC admissions team. This could involve the negotiation of temporary dual roll arrangements with other schools to allow additional time and treatment before returning to KAA</li> </ul>
<p>Sound of children playing in the playground causing distress in the community by triggering memories of the night of June 14<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• It is recognised that certain sounds, sights and smells associated with the fire can trigger a traumatic response from members of the community. Community resilience to this can be difficult to predict and is complicated by a lack of a universally defined concept of what constitutes resilient behaviour</li> <li>• This is already a “live” issue within the community due to the proximity of a number of other play areas local to the tower e.g. St Clement and St James Centre, the leisure centre, St Francis of Assisi Primary School, Rugby Portobello club etc.</li> <li>• Natural mitigation of this possibility is in place due to the measures already in place to offer indoor play spaces in the academy during break and lunch times and that these sounds will be present during daylight hours only.</li> <li>• The academy will work with and seek advice from the NHS Care for Grenfell team in instances where this is reported so that appropriate treatment programmes can be offered to affected individuals.</li> </ul>

**Potential risks of the academy remaining at KAA2 in the academic year 2018/2019**

Risks	Mitigations
<p>Feeling of being displaced to temporary home, without clear plan for returning, leading to unsettled thoughts and feelings amongst students and staff</p>	<ul style="list-style-type: none"> <li>• The academy will articulate a clear plan for when any future decisions are made about the location of the academy buildings.</li> <li>• In the interim the academy will explore continued appropriate use of KAA1 by students and the community. Eg. taster days, community events, examinations etc. These options will be transparently communicated and shared on the KAA website.</li> <li>• The academy leadership and governors will consider renaming the current KAA2 site to recognise the potential more long-term role it will play.</li> <li>• The student body will be involved and included providing feedback to the academy leadership on practical measures that can be taken to make the temporary site feel more like “home”.</li> </ul>
<p>Student and parent anxiety in relation to reduced educational outcomes brought about by lack of specialist facilities and appropriate examinations spaces</p>	<ul style="list-style-type: none"> <li>• The academy leadership will work closely with the ESFA to mitigate the impact of a lack of specialist spaces as much as possible.</li> <li>• Therapy and counselling services will run specific exams anxiety drop in sessions at key points in the year</li> <li>• Another site could be sourced to sit external examinations, in recognition that students will perform better in a familiar environment. This site may be KAA1 or another appropriate venue</li> </ul>
<p>Poor temperature management of rooms causing increased irritability and reduced attention of staff and students</p>	<ul style="list-style-type: none"> <li>• The academy leadership will liaise with the ESFA to develop options to improve the temperature control in temporary classrooms</li> </ul>
<p>Lack of assembly space reducing opportunities for the school to come together</p>	<ul style="list-style-type: none"> <li>• Local venues will be explored by the academy leadership in which larger school assemblies could be held. This could include adaption of existing outdoor space or negotiating shared use of assembly space with Burlington Danes Academy</li> </ul>
<p>Concerns and anxiety of parents and students around community safety eg. Heavy traffic, close proximity of BDA, recent attacks and stabbings in area, poor lighting in winter.</p>	<ul style="list-style-type: none"> <li>• The extensive presence of “school wardens” and increased community policing presence in the local area has been successful this year. These arrangements will continue for the 2018/2019 academic year and the headteacher will continue to liaise with local schools, resident’s associations and public authorities to discuss potential further improvements</li> </ul>
<p>Limits on working conditions of the therapy and mentoring teams</p>	<ul style="list-style-type: none"> <li>• The headteacher will liaise with the ESFA to propose a first storey extension to the existing E block at KAA2, to provide a dedicated space for the full therapy and mentoring provisions the school requires to look after student wellbeing</li> </ul>
<p>Geographical dislocation from the community causing a disruption between social and educational life.</p>	<ul style="list-style-type: none"> <li>• The academy will work with the RBKC and H&amp;F transport teams to maintain current transport arrangements for all students who need it</li> <li>• The academy will develop a strategy to increase parental engagement with the school community at the temporary site, this will include increased use of the KAA1 building to advertise and promote parent and community events at the temporary site</li> </ul>

Continuity of staffing – threat to emotional wellbeing of high staff turnover

- The academy will take all reasonable steps to reduce any potential increased staff turnover and will seek to offer incentives for staff retention.
- A programme of weekly staff wellbeing sessions will continue to be offered every term – Zumba, football, choir, pilates, mindfulness etc.
- The academy will retain its contract with the health assured Employee Assistance Programme and will continue to promote this heavily in the staff bulletin, posters and morning briefings.