



# COVID-19: Checklist & Risk Assessment for reopening of school premise after lockdown.

**Schools Safety Guide**

## Document information

Document title	COVID-19: Checklist & model risk assessment for reopening of school premise from September 2020		
Owner	Our Lady and St. Hubert's Catholic Primary School – Anthony Brown		
Status	Live	Version	I
Effective from	1 <sup>st</sup> September 2020	Approved on	
Last updated	15 <sup>th</sup> July 2020	Last updated by	Anthony Brown
Review date			
Purpose	To give schools SLT direction, guidance and advise on how to ensure schools are safely re-opened following the COVID-19 lockdown period from September 2020		

## **1. Introduction**

The updated Government Guidance 02.07.20 sets out that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term and has been prepared with input from school leaders, unions and sector bodies in consultation with Public Health England and the Health and Safety Executive.

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

'Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.' (Gov.uk Guidance for full opening schools: 2 July 2020)

Schools must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. School leaders have worked with Health and Safety consultants, Local Authorities and Unions to draw up plans for the autumn term that address the risks identified using the system of controls set out by Public Health England. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

The system of controls provides a set of principles that effectively minimise risks. All elements of the system of controls are essential.

We appreciate there cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. Local School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.

We want all pupils and staff to be back in school. We are taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within our setting by revisiting our risk assessments and building on the knowledge and practices we have developed during the last few months.

## **2. Legislative framework**

This policy has due regard to legislation and guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- The Workplace (Health, Safety and Welfare) Regulations 1992 (as amended)
- The School Premises (England) Regulations 2012
- The Manual Handling Operation Regulations 1992 (as amended)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Provision and Use of Work Equipment Regulations 1998
- (DfE) 'Advice on standards for school premises' 2015
- Guidance for full opening: schools (GOV.UK 02.07.20)

This policy will be implemented in conjunction with the school's:

- Health and Safety Policy
- First Aid Policy
- First Aid Risk Assessment
- Cleaning Policy and Schedule

Government advice “does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations”.

### **3. Employers' duties**

The employer is responsible for making sure that their health and safety risk assessments are maintained and address the risks identified using a system of control measures. St Nicholas Owen Catholic Multi Academy Company take reasonable steps to protect staff, pupils and others from CORONAVIRUS (COVID 19) within our setting.

For St Nicholas Owen Catholic Academy Company, it is the Board of Directors who consult the Academy Committee in each school.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the Principal and school management team.

Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

The employer has a duty to:

- Put in place sensible approaches to health and safety, with clear policies that focus on real risks, and do not encourage unnecessary paperwork.
- Provide appropriate training for staff.
- Implement arrangements that manage the risks to staff, pupils and visitors who may be affected by the school's activities.
- Provide personal protective equipment (PPE) in the required setting (first aid or 1-2-1 supervision).
- Check that the control measures have been implemented and remain appropriate and effective.

### **4. Employees' duties**

All of the school workforce play an important part in sensible health and safety management in school. Staff involvement makes a vital contribution towards achieving safer and healthier workplaces, and helps develop sensible rather than over cautious approaches.

Employees have a duty to:

- Take reasonable care for your own health and safety and that of others who may be affected by what you do, or fail to do.
- Attend appropriate training as required.
- As necessary, wear any personal protective equipment (PPE) provided by the employer.
- Cooperate with your employer, fellow members of staff, contractors and others to enable them to make and keep the workplace safe.
- Raise health and safety concerns in line with local arrangements

### **5. COVID (19) The Risk**

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At the time of issuing this guidance, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. St Nicholas Owen Catholic Multi Academy Company will continue to provide updated information as soon as clinical findings become available.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID 19) suggests that staff in educational settings tend not to at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults however the risk to children themselves of becoming severely ill from coronavirus (COVID19) is very low and there are negative health impacts of being out of school.

'given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school'  
(Gov.uk Guidance for full opening schools: 2 July 2020)

## Checklist & Risk Assessment

This SSG comes in two distinct parts;

### Checklist

[Part 1](#) is a “checklist” prompt form to assist schools in ensuring all health & safety issues have been considered prior to reopening of the premises. This should be completed prior to the risk assessment.

Further guidance on the statutory testing of plant & equipment can be found in the [school premise logbook](#).

### Template model risk assessment

[Part 2](#) is a template/model risk assessment that schools can adapt and adopt. As with all our model risk assessments, any red font will need to be read, amended where appropriate to ensure it is school specific.

Further guidance on the risk assessment process can be found in the [Risk Assessment SMP](#).

## Part 2: H&S Checklist

Conducted by: **Anthony Brown**

Date: **14/7/2020**

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
<b>Health &amp; safety/statutory issues</b>						
Have all health & safety compliance checks of plant & equipment been completed prior to opening?  (This can be done through referencing of the <a href="#">School Premise Logbook</a> or equivalent)	Y			All checks completed or scheduled for completion  All checks completed in-line with statutory guidance	BC to ensure statutory tests completed by Friday May 29 <sup>th</sup>  AB to meet with BC to ensure all compliance tests conducted	BC – Site manager by 29/05/20
Are there sufficient numbers of staff available in safety critical roles?  (e.g. fire marshals, first aid personnel etc)	Y			All key personnel to return to work		BC – site manager  AB Head of school  First Aid trained staff
Will a test of emergency procedures (e.g. fire drill) be carried out in the first week of school reopening?	Y			Staff, parents and children will be made aware of this so that they aren't alarmed and understand it is good practice for future safety	Fire drill on first week back in to school – staff to be briefed on procedure  Day to be arranged once numbers of children attending are confirmed	BC – site manager  AB Head of school

Social distancing issues						
Have classrooms and other learning environments been organised effectively?	Y			<p>Designated classrooms have been set out accordingly</p> <p>Checklists apparent in classrooms to aid staff and children to follow government guidance e.g. wash hands, remind children to not touch face etc.</p> <p>Signage to hygiene</p>	<p>An outline of basic measures taken will be relayed to staff, parents and children before-hand to know what to expect upon arrival at the school site.</p> <p>Checklists distributed to staff</p> <p>Staff made aware of roles and responsibilities</p>	AB Head of school
Has consideration been given to arranging which lessons or classroom activities could take place outdoors?	Y			<p>Staggered break times and lunch times have been accounted for.</p> <p>Use of outdoor spaces planned and equipment limited.</p>	Staff and parents to be informed of expectations	AB Head of school
Has movement around the school been reduced? (e.g. use of timetable, selection of classroom etc)	Y			<p>Drop-off / pick-up locations are planned for.</p> <p>One-way system in place outside and inside school</p> <p>Staffing has been arranged so that duties are shared allowing time for regular cleaning.</p>	Staff and parents to be informed of expectations	BC – site manager AB Head of school
Are there adequate signs/floor markings (e.g. one way, foot marks, hazard tape etc) in key areas to clearly identify the social distancing rules?	Y			<p>Signage to remind stakeholders of social distancing is in place.</p> <p>A one-way entrance and exit route is planned for so that parents can safely drop off and collect children.</p>	<p>Staff, children and parents are to be briefed on these precautions and how they are to be followed strictly.</p> <p>Staff and parents to be informed of expectations</p>	BC – site manager AB Head of school
Have assembly groups been staggered?			N/A	No assemblies during this period – technology used in classrooms for video message assemblies		AB Head of school
Have break times (including lunch) been staggered?	Y			Break times are staggered.	Staff/parents to be informed	AB Head of school

				The use of all outdoor areas has been planned for so that bubbles of children remain together		
Have drop off and collection times been staggered?	Y			Staggered drop-off / pick-up times and locations are planned for.	Staff/parents to be informed	AB – Principal
Have parents drop off and pick up protocols been revised to minimise adult to adult contact?	Y			Consideration has been taken as to where and when families enter the playground for drop-off/collection. The routes to be taken by all stakeholders will work on a one-way, in-out system and bubbles will be collected from designated areas that are spaced 1m apart at all times.	Staff/parents to be informed	BC – site manager AB Head of school



Infection control issues						
Has a “deep clean” been conducted of any areas of the school	Y			Site manager and cleaners conduct deep clean across school	Cleaning staff rota to be completed to ensure continual cleaning of specific areas	BC – site manager
Is there an enhanced cleaning regime of common contact points in place (e.g. door handles, push bars, desks, whiteboards, etc)?	Y			Cleaning to take place regularly throughout the day – tables and chairs at break times, lunch times and the end of the day. School to be cleaned three times daily (toilets, staffroom, corridors, bins emptied etc.). Door handles, push bars and whiteboards to be wiped.	Cleaning expectations to be relayed to staff on return.	AB – Head of school BC – site manager
Are additional cleaning materials (e.g. wipes) available for use of shared equipment (e.g. kettle, microwave, printers, computer keyboards, pens/pencils, paint brushes, etc)?	Y			Bulk purchase of materials made. Materials provided in the staffroom to maintain cleanliness at all times.	Review stock weekly.  Staff reminded to use their own equipment at all times (pens, pencils etc.) and to clean down shared items.  All Staff to review on daily basis – act accordingly	BC – site manager  AB – Head of school  Staff regularly keep checking
Is there a good supply of liquid soap and alcohol-based hand rub (ABHR) available for pupils and adults?	Y			Bulk purchase of materials made. Liquid soap already used in school.	Review stock weekly.  All Staff to review on daily basis – act accordingly	BC – site manager  AB – Head of school  Staff regularly keep checking
Is there a ready supply of tissues for pupils and adults?	Y			Bulk purchase of tissues made.	Review stock weekly.  All Staff to review on daily basis – act accordingly	BC – site manager  AB – Head of school  Staff regularly keep checking
Is consideration being given to deliveries of supplies given that it has been reported that the virus can last on paper for 3 days and cardboard for 24 hours?	Y			Yes - all new orders will be placed with the understanding that when they arrive they will be put into quarantine for 3 days prior to opening.	Ensure stocks are monitored to include the 3 day quarantine for new orders is maintained and stock levels do not diminish.	CC BC

Is contaminated waste disposed of regularly and appropriately? Including PPE.	Y		<p>Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</p> <p>Should be put in a plastic rubbish bag and tied when full.</p> <p>The plastic bag should then be placed in a second bin bag and tied.</p> <p>It should be put in a suitable and secure place and marked for storage until the individual's test results are known.</p> <p>Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</p> <p>if the individual tests negative, this can be put in with the normal waste</p> <p>if the individual tests positive, then store it for at least 72 hours and put in with the normal waste</p> <p>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</p> <p>Area in place where waste bags can be stored for 72 hours before it can go in normal bin if someone has been symptomatic.</p> <p>Daily waste:</p> <p>Bins will be emptied throughout the day.</p> <p>Lidded bins to be used in classroom</p>	Waste bag area monitored to ensure 72-hour procedure is followed.	CCK BC
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Is an isolation room available should an adult or pupil become symptomatic whilst at school?	Y			Meeting room designated isolation room		CC
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Communication of Plans						
Have parents been informed of the drop-off and pick up protocols?	Y			Parents have been informed in a letter that includes specific details to OLSH based on the underpinning information/guidance given to families by the MAC Board.		AB – Head of school MAC Board
Are parents and young people aware of recommendations on transport to and from education or childcare setting (including avoiding peak times)?	Y			Parents have been informed in a letter that includes specific details to OLSH based on the underpinning information/guidance given to families by the MAC Board.		AB – Head of school MAC Board
Are parents clear that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)?	Y			Parents have been informed in a letter that includes specific details to OLSH based on the underpinning information/guidance given to families by the MAC Board.  Signage at the gates will also be used to deter gatherings.  Staff to guide parents		AB – Head of school MAC Board
Are parents clear that if their child needs to be accompanied to the education or childcare setting, only one parent should attend?	Y			Parents have been informed in a letter that includes specific details to OLSH based on the underpinning information/guidance given to families by the MAC Board.		AB – Head of school MAC Board
Have staff been briefed about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful?	Y			Staff will receive the same communication as parents.		AB – Head of school All staff

## Part 2: Full Risk Assessment

Risk Assessment for: **Re-opening of Premise after COVID-19 lockdown**

School: Our Lady and St. Hubert's Catholic Primary School

Assessment Date: **14/07/2020**

Name of Assessor(s): **Anthony Brown**

Assessment Ref No: **CVI**

### Introduction

The government plan is for the ~~phased return of some children to school from the week commencing 1 June~~ full return of all pupils from September 2020: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2<sup>nd</sup> July 2020 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Local Authorities. [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Risk assessment is about identifying sensible measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

**Likelihood** - For each issue/situation, determine the likelihood it will occur.

**Severity (outcome)** - **determine** the potential injury/health.

Likelihood	
1	Very unlikely
2	Unlikely
3	Likely
4	Very likely
5	Certain

Severity:	
1	No Lost time
2	Under 7-day injury or illness
3	Over 7-day injury or illness (RIDDOR)
4	Specified injury or illness (RIDDOR)
5	Fatality, disabling injury or illness

<b>High (15-25)</b>	These risks are unacceptable; significant improvements in risk control are required. <b>The activity should be halted with immediate effect</b> until risk controls are identified/implemented that reduce the risk to an acceptable level
<b>Medium (5-12)</b>	Additional control measures should be identified and implemented to reduce the risks associated with the activity or workplace so far as reasonably practicable
<b>Low (1-4)</b>	Minimal control measures are required to be implemented to satisfy the level of risk. Maintain current arrangements for risk control

**I. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans**

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Unable to assess likely numbers of pupils returning</b>	All staff and pupils	All pupils scheduled to return to school in Sept 2020	None	AB/CCK	I	I	I	
<b>Unable to assess required staffing resource</b> <i>(cross reference with risk assessment on staff health and wellbeing)</i>	All staff and pupils	Identify numbers and roles of staff required to support return: Risk assess staff returning	Complete staff risk assessments Identify which staff will work where on identification of children returning	AB/SC	I	I	I	
<b>Number of staff available is lower than that required to teach classes in school and operate effective home learning or meet the required ratios as required by EYFS</b>	All staff and pupils	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>Consideration of available testing for school staff is updated according to latest government advice</li> </ul>	None AB to monitor	Ongoing	I	I	I	
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils including in EYFS</b>	New admissions children and families	<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups.</li> <li>Review current admissions policy and how this can be adapted for new cohorts</li> </ul>	CCK	Ongoing	I	I	I	

## 2. Plan how the whole school will be accommodated and encourage attendance

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group		<ul style="list-style-type: none"> <li>SLT and site management team meeting to review school site and assess which classrooms can accommodate entry/exit points</li> <li>Classrooms organised to face front of class</li> <li>All classes and areas within school utilised</li> </ul>	Continue to review	Ongoing	2	4	8	
Classroom arrangements do not currently allow for adequate social distancing	All staff/pupils	<ul style="list-style-type: none"> <li>Agreed new timetable and confirmed arrangements for each year group.</li> <li>Classroom size and numbers reviewed through daily planning</li> <li>Classrooms re-modelled, with chairs and desks in place to face front where possible</li> <li>Spare chairs removed from desks so they cannot be used.</li> <li>Clear signage displayed in classrooms</li> <li>Hand washing facilities identified for each learning zone</li> <li>Phases/Classes stay together with their teacher and do not mix with other phases</li> <li>Consideration of staffing changes to cover absence.</li> <li>The EYFS environment is re-organised to meet requirements of social distancing</li> </ul>	Classrooms to be set up	AB All Staff	2	4	8	
There is a need for additional space to allow for curriculum to be fully delivered	All staff/pupils	<ul style="list-style-type: none"> <li>Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.</li> <li>Large gatherings prohibited.</li> <li>Design layout and arrangements in place to enable social distancing.</li> <li>The EYFS environment is re-organised to meet requirements of social distancing</li> </ul>		AB All Staff	2	4	8	



**3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils**

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	All	<ul style="list-style-type: none"> <li>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils</li> <li>Advice is made available to parents on testing for COVID-19</li> </ul>	AB to oversee changes All staff made aware of responsibilities before reopening	AB 1 <sup>st</sup> September	2	4	8	
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	All	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy</li> <li>Ensure contact details of families are up to date.</li> </ul>	AB to oversee changes All staff made aware of responsibilities before reopening	AB 1 <sup>st</sup> September	2	4	8	
<b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</b>	All	<ul style="list-style-type: none"> <li>Refer to school's hygiene policies</li> <li>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>Regular communication through email, text and schoolcomms</li> </ul>	AB to oversee changes All staff made aware of responsibilities before reopening	AB 1 <sup>st</sup> September	2	4	8	

#### 4. The school day

This section should be considered in conjunction with <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>The start and end of the school day create risks of breaching social distancing guidelines</b>	All school community	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are identified and used for different groups.</li> <li>Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> <li>A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.</li> </ul>			2	4	8	
<b>Daily attendance registers for new cohorts are not in place</b>		<ul style="list-style-type: none"> <li>Systems in place to ensure registers are taken</li> <li>All staff understand responsibility in taking daily register and who is responsible</li> <li>Report to responsible body</li> </ul>			2	4	8	

## 5. Provision for meals and FSM

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	Families who access wrap-around care	<ul style="list-style-type: none"> <li>Decision made to provide wrap around</li> <li>Communicate decisions to parents</li> <li></li> </ul>	None		2	1	2	
Meals are not available for all children in school	All pupils	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options based upon numbers of pupils in school</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>	None		2	1	2	

**6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer**

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	Whole school community	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> </ul>	Meetings with CC to discuss any need for changes	AB/CC Ongoing	2	3	6	
<b>High risk of increased disclosures from returning pupils</b>	Whole school community	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> </ul>	Regular updates with staff	AB/CC Ongoing	2	3	6	
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	Staff/Children	<ul style="list-style-type: none"> <li>Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li> </ul>	Regular updates with staff	AB/CC Ongoing	2	4	8	

**7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting**

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	Whole school Community	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided and group sizes comply with DfE guidance.</li> <li>• Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> </ul>	Revise Behaviour management policy and communicate expectations with staff	AB, CC, SC WB	3	4	12	

**8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support**

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	All children	<ul style="list-style-type: none"> <li>Gaps in learning are assessed and addressed in teachers' planning.</li> <li>Home learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li></li> </ul>	Staff to assess children where possible and adapt curriculum	All staff ongoing	3	1	3	
<b>School unable to meet full provision required in line with EHCP</b>	Vulnerable children with EHCP	<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Where EHCPs have been adapted to make allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan</li> <li>Access support through health and social care offer</li> <li>Support offered through LA SEND Panel/ Early Years Inclusion Support Service</li> </ul>	BC to continue to monitor	BC Ongoing	2	1	2	
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>	All children	<ul style="list-style-type: none"> <li>Access seesaw for online resources</li> <li>Review online offer for pupils that are unable to attend school</li> <li>Learning offer for pupils unable to access online resources</li> <li>Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend school to support future transition</li> <li>Staff understand responsibility in updating seesaw for all pupils not in school.</li> </ul>	All staff to continue to provide resources AB/SC to monitor work	Ongoing	2	1	2	
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	Year 6 and new reception cohort	<ul style="list-style-type: none"> <li>A plan is in place for staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>Transition days timetabled for the start of the year</li> <li>There is regular and effective liaison with the destination institutions</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Transition PowerPoint and resources on Seesaw</li> </ul>			3	1	2	

### 9. Content and timing of staff communications including bringing in staff in advance of pupils returning

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Staffing levels can't be maintained</b>	All staff	<ul style="list-style-type: none"> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>Chair of local academy kept informed throughout</li> </ul>	none		2	1	2	
<b>Identify staff unable to return to school</b>	All staff	<ul style="list-style-type: none"> <li>Identify staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>Identify specific activities for staff who are vulnerable/shielded</li> <li>Create risk assessment for identified staff including pregnant women</li> <li>Staff survey completed</li> <li></li> </ul>	Monitor staff surveys Complete risk assessments for individuals	AB/CCK AB/CCK Before identified staff return to work	2	4	8	
<b>Staff are insufficiently briefed on expectations</b>	All staff	<ul style="list-style-type: none"> <li>Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school</li> <li>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders</li> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>Staff workload expectations are clearly communicated</li> <li>Schedule what staff training is needed to implement any changes that the school plans to make</li> </ul>	AB to complete rota/bubbles AB weekly staff meeting	AB	2	4	8	

### 10. Protective measures and hygiene

This section should be considered in conjunction with <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Unable to meet social distancing rules and the virus is transmitted</b>	Teaching, non-teaching staff, children, cleaners,	<ul style="list-style-type: none"> <li>School drop-off/collection times are staggered to minimise numbers.</li> </ul>	<ul style="list-style-type: none"> <li>When weather allows, lessons will be conducted outside of the classroom.</li> </ul>	Teaching staff – daily	3	4	12	





		<ul style="list-style-type: none"> <li>Any persons entering the building to immediately wash hands – taken into account with drop off times.</li> </ul>						
<b>Inability to maintain social distancing when dealing with accidents</b>	<p>Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors</p> <p>Illness – flu like symptoms through to fatality.</p>	<ul style="list-style-type: none"> <li>Safety of the injured/affected to be prioritised during incidents</li> <li>1m social distancing is not required when attending to emergency situations</li> <li>People aiding others during an emergency should pay particular attention to sanitation immediately after the situation (washing hands).</li> <li>Use of full PPE non-negotiable when dealing with any first aid.</li> </ul>	<ul style="list-style-type: none"> <li>All staff briefed as to location of first aid resources and protocol for dealing with accidents dependent on age of child involved and severity of accident.</li> </ul>	HT	2	4	8	
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>		<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms.</li> </ul>	Signage to be placed in staff room and common areas e.g. reprographics	BC	2	4	8	
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>		<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Floor markings are in place to promote social distancing.</li> <li>Pupils and staff know that they can only use the toilet two at a time.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently to take account for the number of pupils accessing the facilities.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points.</li> </ul>	BC to create queuing zones for toilets	BC	2	4	8	

<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>		<ul style="list-style-type: none"> <li>Classroom base arrangements in place.</li> <li>All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>Resources are arranged to be used by small groups to limit the risk of cross contamination.</li> <li>Arrangements are reviewed regularly.</li> </ul>			2	4	8	
<b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times</b>		<ul style="list-style-type: none"> <li>Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>The movement of pupils around school is minimised as much as possible.</li> <li>Where possible, pupils stay in classrooms and staff move around.</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> <li>Agree how safety measures and messages will be implemented and displayed around school</li> </ul>			2	4	8	

#### 11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</b>	Whole school community	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Working hours for cleaning staff are increased in agreement with staff.</li> <li>Seek LA support to manage insufficient capacity</li> </ul>	Cleaning Rota established	BC ASAP	2	4	8	

<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	Whole school community	<ul style="list-style-type: none"> <li>Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>Sufficient and suitable equipment is available for the required clean</li> <li>Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> <li>Seek LA support</li> </ul>	None		2	4	8	
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## 12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	Whole school community	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Appropriate measures to supervise effective hand washing of young children are in place</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> <li>Posters reinforce the need to wash hands regularly and frequently.</li> </ul>	BC to monitor All staff to have morning checklists to check classroom supplies	Ongoing	2	4	8	
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	Whole school community	<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>Prevent the sharing of stationery and other equipment where possible.</li> <li>Shared materials and surfaces cleaned and disinfected more frequently</li> <li>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> <li>Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>The governing board finance committee is aware of any additional financial commitments</li> </ul>	All staff to monitor AB to inform staff of responsibilities	Ongoing	2	4	8	

### 13. School level response should someone fall ill on site in line with govt guidance

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Child, young person or other learner becomes unwell with symptoms of coronavirus and requires personal care.</b>	Teaching, non-teaching staff, first aider, etc  Illness – flu like symptoms through to fatality.	PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> <li>if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if 2 meters cannot be maintained.</li> <li>If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</li> </ul> If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn	<ul style="list-style-type: none"> <li>Isolation room cleared of unnecessary resources and equipment. PPE for dealing with illness located and stored in this room (DHT office)</li> </ul>	HT (AB) and Site manager	3	4	9	
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</b>	Whole school community	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Continue to brief all stakeholders on a regular basis	Ongoing	2	4	8	

<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>		<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul> <p>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</p>			2	4	8	
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**14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home**

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	Whole school community	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements have been risk assessed against scenarios produced by Public Health</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Seek LA support for emergency PPE stock</li> </ul>	CCk to update on availability of PPE Instruct staff on how to wear PPE – briefing on 1 <sup>st</sup> June	CCk	2	4	8	

<b>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>		<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines</li> <li>Sufficient stock has been ordered using school's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	CCK to update on availability of PPE	CCK 1 <sup>st</sup> June AB	2	4	8	
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#### 15. Managing premises related issues

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Utilities, plant &amp; equipment has not been inspected / serviced within the recommended timescales</b>	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors  Legionella, electrocution, CO <sub>2</sub> exposure, burns, cuts,	<ul style="list-style-type: none"> <li>School has a scheme of works whereby competent contractors are engaged to carry out statutory testing/inspection of all plant and equipment.</li> <li>Pre-use visual checks are carried out by the user on all equipment.</li> <li>All little used outlets of water have been regularly/will be flushed prior to school reopening.</li> <li>Any plant/equipment that has been "mothballed" during the lockdown, will be/has been inspected/checked by a competent</li> </ul>	<ul style="list-style-type: none"> <li>Where extensions/exemptions have been granted by the HSE, a specific risk assessment for continued use of the plant/equipment has been completed.</li> <li>Any defects or faults are reported, and equipment taken out of use.</li> </ul>	Site Manager – BC	2	4	8	

	bruises, broken bones etc	person before coming back into use, and before reopening the school.	Refer to and <u>School Premise Policy Logbook</u> for further guidance.					
<b>Lack of persons in safety critical roles (e.g. first aiders, fire marshals, etc) due to self-isolation and/or shielding.</b>	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors  Illness, infection, fatality	<ul style="list-style-type: none"> <li>• Fire risk assessment kept under constant review.</li> <li>• First aid needs assessment regularly reviewed.</li> <li>• Number of pupils and adults on site will not exceed the number of persons required to carry out safety critical roles as per the relevant assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Fire drill practiced first week back to ensure school can be evacuated safely (considering social distancing at assembly point) with new working arrangements.</li> <li>• If numbers of those in safety critical roles falls below that required by the assessments, then overall school numbers will be decreased for the time they are off/until substitutes can be trained.</li> <li>• Meet with BC, CC and CC to review procedures and responsibilities in light of recent staffing changes</li> </ul> <p>Refer to Fire Safety Policy &amp; First Aid Policy for further guidance</p>	HT –  SLT – as and when need arises	1	5	5	
<b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing</b>	Whole school community	<ul style="list-style-type: none"> <li>• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> </ul>	BC to check procedures		2	4	8	

<b>and infection control</b>		<ul style="list-style-type: none"> <li>Where possible, temperature checks are carried out on arrival and before entering the school building.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>Premises governing board committee is aware of planned works and associated risk assessments</li> </ul>						
<b>Fire procedures are not appropriate to cover new arrangements</b>	Whole school community	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill arranged in line with Covid plan.</li> </ul>	AB/BC to review and update procedures		2	5	10	
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	Whole school community	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place and are in line with social distancing measures.</li> </ul>	AB/BC to review and update procedures		2	5	10	
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	Whole school community	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>LA support is in place</li> </ul>	BC/CCK to check all compliance		1	1	1	
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</b>	Whole school community	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with MAC</li> </ul>	CCK to monitor		1	1	1	



<b>Fire marshals absent due to self-isolation</b>		<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>Staff appropriately trained in fire marshal duties as required.</li> </ul>						
<b>16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach</b>								
Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</b>	Specific members of school community	<ul style="list-style-type: none"> <li>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school.</li> <li>Records are kept of this and regularly updated.</li> <li>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> <li>Current government guidance is being applied.</li> <li>Additional guidance is sought from Public Health England regarding BAME staff</li> </ul>	AB/CCK to complete staff risk assessments	AB/CCK	2	4	8	
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	Specific members of school community	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Continual staff briefing		2	4	8	

<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	Specific members of school community	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> </ul>	None		2	4	8	
<b>Parents do not follow advice on social distancing when visiting the school</b>	Whole School community	<ul style="list-style-type: none"> <li>Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> <li>Arrangements for visiting the school are communicated to parents/carers</li> <li>Expectations around hygiene and social distancing are communicated with parents/carers</li> </ul>	Letter to be sent out to all returning families as to new expectations	AB – Once numbers of returning pupils known	3	4	12	

**17. Work with other school-based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be**

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</b>		Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.	Meet with CC and BC to discuss policies and how they can be adapted	AB, BC, CC WB	2	5	10	
<b>Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,</b>		<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> </ul> </li> </ul>	AB, CCk and SC to meet in first week back to risk assess each area	AB, SC, Ck WB	2	5	10	

		<ul style="list-style-type: none"> <li>○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul>						
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Assessment reviewed [Date]:	Reviewed by [Name]:	Comments:
14/07/2020	Anthony Brown	