

COVID-19: Checklist & model risk assessment for reopening of school premises after lockdown.

Schools Safety Guide

Document information

Document title	COVID-19: Checklist & model risk assessment for reopening of school premises after lockdown		
Owner	St Wulstan's Catholic Primary School		
Status	Live	Version	1
Effective from	23 May 2020	Approved on	
Last updated	23 May 2020	Last updated by	K Savage
Review date	1 st June 2020		
Purpose	To give schools SLT direction, guidance and advise on how to ensure schools are safely re-opened following the COVID-19 lockdown period		

Introduction

The Government are now moving to a new phase in the light of the COVID-19 pandemic. The expectation being that businesses will now start to reopen, and employees will start returning to the workplace. All this is with the caveat that it is safe to do so, and that the “R number” (rate by which an infected person transmits to others) does not significantly increase.

Schools have been included in this phase and asked to reopen to certain year groups on June 1st, as part of a staggered return to full occupancy.

This school safety guide (SSG) should be read in conjunction with the latest Government guidelines for schools that

are re-opening during the COVID-19 pandemic. In particular;

- [Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers.](#)
- [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
- [Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

It is anticipated that the Government will be updating these guides and producing additional guidance over the coming days and weeks. Therefore, it is important that school leadership make regular visits to the [Government website](#) that is aimed specifically at schools and other educational settings.

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: Kim Savage

Date: 21/5/2020

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Health & safety/statutory issues						
Have all health & safety compliance checks of plant & equipment been completed prior to opening? (This can be done through referencing of the School Premise Logbook or equivalent)	Y					
Are there sufficient numbers of staff available in safety critical roles? (e.g. fire marshals, first aid personnel etc)	Y			DSL – at least one DSL on site at all time. Fire Marshalls – at least two on site at all times. First Aid – NB NT CB AD at least one first aiders on site at all times. .	Rotas to be checked to ensure appropriate staffing is in place.	KES SLT
Will a test of emergency procedures (e.g. fire drill) be carried out in the first week of school reopening?	Y			Yes – children to line up in ‘Bubble’ – socially distanced. Fire Drill records will be kept along with timings. Registers to be taken every morning and afternoon.	Actions of fire drill will be shared with staff and acted upon.	KES, NB CB DM
Social distancing issues						

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Have small class groups been organised as per Government guidance?	Y			<p>Yes – Two ‘Bubbles’ of Y6 children (8 or less children in each room). Critical Key worker children split into ‘Bubbles’</p> <p>Groups will not be able to mix – staff and children will remain in bubbles.</p>	Continual risk assessments will take place.	KES SLT
Have classrooms and other learning environments been organised to allow for social distancing?	Y			<p>Reduction of the number of chn in the classroom and removed excess furniture to increase space.</p> <p>Chn to keep to their desks when in the room and have their own resources packs -chn to not share equipment and have a tray under their desks to keep everything thing in. Coats kept on the back of children’s chairs.</p> <p>Social distancing protocol shared with children(instructions on how to line up, use of toilet, moving around etc)</p> <p>Lessons planned for individual work (not pairings or group work)</p> <p>Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction</p> <p>Children to always use same desk</p> <p>Adults assigned to a team of chn and remain with these.</p> <p>Children stay in the classroom for majority of the day and do not mix with other Bubbles of children</p>	Children’s work stations to be set up.	KES RH SLT

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Has consideration been given to arranging which lessons or classroom activities could take place outdoors?	Y			If a lesson is to take place outside the session needs to be booked so that no Bubbles mix with accordance to the break time rota .	Set up booking system for outside lessons.	KES SLT Teachers to book time slots.
Has movement around the school been reduced? (e.g. use of timetable, selection of classroom etc)	Y			Separate internal and external doors for all Bubbles One-way system set up in school – children have one route from classroom to playground and classroom to toilet. Staggered playtimes and lunchtimes. Children to go to toilet one at a time. Toilets allocated to individual Bubbles Y6, Y5, Y4 allocated potentially for Year 6 children and Y3 Y2 and Y1 classroom in use for Key Worker children. If a child is ill in class they go directly to the designated sickness area – Bubble adult will escort them to this area to meet first aider. A non-teaching adult will be working close to the classrooms to ensure other children remain in place while teacher is out of room.	No children to leave classrooms except for toilet First aider in school office daily Set up designated area in foyer as well ventilated and PPE at hand	KES SLT NB

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
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			Arrows around school indicating direction of movement. Tape on floor to mark route Two metre markers to go on the floor. KES to be outside main entrance morning and evening to meet children and maintain social distancing protocols		KES SLT
Have assembly groups been staggered?			N/A	Virtual assemblies/Mass		
Have break times (including lunch) been staggered?	Y			All Bubbles have separate break times and do not mix. Allocated daily dinner lady to each Bubble. No playtime equipment. Play areas sectioned off Games discussed which encourage social distancing Staff supervision throughout – actively monitoring social distancing Children practice talking 2 metres apart – modelled by staff Children eat lunch in their classrooms at their desk Children bring packed lunch –kept by their desk, no locker use	If dinner lady isn't available staff to cover lunch in their teams ensuring they have adequate breaks.	KES NT

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Have drop off and collection times been staggered?	Y			<p>Allocated staggered times for all Bubbles to arrive and be collected. If parents will be told their child cannot arrive late to school.</p> <p>School car park gates will be closed to ensure safety.</p> <p>Only one pedestrian gate left open to visitors</p> <p>Children to go straight to hall each morning to marked spot, 2m apart. Once complete Bubble in school teacher leads to handwashing area before entering classroom. Children dismissed from the hall at end of day as adult arrives to collect</p>	If a parent with a disability requires the use of the car park they will be provided with a different drop off and collection time.	KES SLT
Have parents drop off and pick up protocols been revised to minimise adult to adult contact?	Y			<p>Separate entrance and exit gates clearly signed.</p> <p>Only one adult to drop off child ideally no other children to attend drop off or collection</p> <p>Signage for parents and children displayed outside the school gate.</p> <p>Principal or Vice Principal to be on duty to supervise.</p>	Exit gate to be built.	
Have all unnecessary items been removed from classrooms and stored elsewhere?	Y			<p>All soft furnishings removed from classrooms</p> <p>Spare chairs removed from classrooms.</p> <p>Spare tables removed to maximize space</p> <p>Surfaces cleared to allow for ease of cleaning</p>	Daily assessments by SLT	KES SLT
Infection control issues						

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Have alternative arrangements been made for those adults/children who fall into the extremely vulnerable or vulnerable categories?	Y			One pregnant member of staff working in isolation for two days and then working at home for two days		KES
Have all soft furnishing/toys etc that are hard to clean been removed?	Y			All soft furnishings removed from classrooms – to be washed and bagged.		
Has a “deep clean” been conducted of any areas of the schools that have been out of action/mothballed since the lockdown?	Y			Yes – outside cleaning company has conducted a deep clean and refreshed all areas.	Daily meeting with cleaners to ensure refresh is continuous and thorough. Checklist displayed on each door for cleaners to confirm all cleaning tasks completed in each room	Webbs Cleaning Company KES
Is there an enhanced cleaning regime of common contact points in place (e.g. door handles, push bars, desks, whiteboards, etc)?	Y			Yes – daily cleaner available throughout the day. Checklist in place so that it is recorded.	Cleaner to be on site 1.30-3.30 and two cleaners 3.30 to 5.30pm. NB to clean door handles/door plates during morning KES to clean toilets after morning break time	KES NB Webbs Cleaning Company
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			Yes – each classroom/room (each designated area) has wipes.	Ensure stock is monitored and regularly reordered.	KES NB Class teachers

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Is there a good supply of liquid soap and alcohol-based hand rub (ABHR) available for pupils and adults?	Y			Yes – Hand sanitiser outside each entrance classroom point. Hot water and soap in /near every classroom and toilet area.	Ensure stock is monitored and regularly reordered.	KES PN NB Class teachers
Is there a ready supply of tissues for pupils and adults?	Y			Yes – Lidded pedal bins in each classroom	Ensure stock is monitored and regularly reordered.	NB
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.	NB

<p>Is contaminated waste disposed of regularly and appropriately?</p>	<p>Y</p>		<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>Waste bag area monitored to ensure 72-hour procedure is followed.</p>	<p>KES PN Site Manager</p>
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Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
				<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>		
Is an isolation room available should an adult or pupil become symptomatic whilst at school?	Y			Isolation area set up in the foyer with clear signs.	Cleaning procedures in place following guidance if area used by a symptomatic person.	KES NB
Communication of Plans						
Have parents been informed of the drop-off and pick up protocols?	Y			<p>Letter will go out to all parents advising of opening dates and times/advising to apply for places.</p> <p>Second letter to go out advising of allocated drop off and collect times along with COVID-19 protocols</p> <p>Key worker parents to receive a letter detailing drop off and pick up protocols.</p>	SLT will be signalling and guiding parents at the start and end of the day.	KES SLT
Are parents and young people aware of recommendations on transport to and from education or childcare setting (including avoiding peak times)?	Y			https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers	School car park will be closed at 8.45 and during the day and one-way walking system will be in place.	KES NB

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
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			Clear signs reminding at entrance dates and on windows (main entrance). Detailed in COVID-19 protocol letter	Signs in place	KES
Are parents clear that if their child needs to be accompanied to the education or childcare setting, only one parent should attend?	Y			Detailed in COVID-19 Home School Agreement		KES
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			Return to work plan shared with all staff detailing staffing teams and timetable	Yes, regular staff briefings take place and individual questions answered.	KES

Part 2: Template /Model RA

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

School: St Wulstan's Catholic Primary School

Assessment Date: **21.05.2020**

Name of Assessor(s): **Kim Savage**

Assessment Ref No:

Risk Matrix scoring guide:

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

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

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	
Utilities, plant & equipment has not been inspected / serviced within	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors	<ul style="list-style-type: none"> School has a scheme of works whereby competent contractors are engaged to carry out statutory 	<ul style="list-style-type: none"> Where extensions/exemptions have been granted by the HSE, a specific risk assessment for continued use of the 	Site Manager - PN KES	2	4	8	Continuous

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 recommended timescales	Legionella, electrocution, CO ² exposure, burns, cuts, bruises, broken bones etc	<p>testing/inspection of all plant and equipment.</p> <ul style="list-style-type: none"> • Pre-use visual checks are carried out by the user on all equipment. • All little used outlets of water have been regularly/will be flushed prior to school reopening. • Any plant/equipment that has been “mothballed” during the lockdown, will be/has been inspected/checked by a competent person before coming back into use, and before reopening the school. 	<p>plant/equipment has been completed.</p> <ul style="list-style-type: none"> • Any defects or faults are reported, and equipment taken out of use. 					
Lack of persons in safety critical roles (e.g. first aiders, fire marshals, etc) due to self-isolation and/or shielding.	<p>Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors</p> <p>Illness, infection, fatality</p>	<ul style="list-style-type: none"> • Fire risk assessment kept under constant review. • First aid needs assessment regularly reviewed. • 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. 	<ul style="list-style-type: none"> • Fire drill practiced first week back to ensure school can be evacuated safely (considering social distancing at assembly point) with new working arrangements. • 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. 	<p>KES</p> <p>NB</p> <p>DM</p> <p>CB – 1st week of June.</p>	1	5	5	Continuous

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	
			Refer to Fire Safety Policy & First Aid Policy for further guidance	SLT – as and when need arises				
Unable to meet social distancing rules and the virus is transmitted from person to person	Teaching, non-teaching staff, children, cleaners, parents, visitors, contractors Illness – flu like symptoms through to fatality.	<ul style="list-style-type: none"> School drop-off/collection times are staggered to minimise numbers. Principal to ensure that no adults enter the playground and that they are socially distanced. Drop-off/collection zones have been clearly marked with tape/paint to encourage social distancing. Separate entrance and exit routes are in place. Smaller class sizes, re-arranged furniture (not face to face seating arrangements) and clear markings/signage to allow for "social distancing" space between pupils and adults during lessons wherever possible. Excess furniture and soft furnishing removed around school and in each classroom. Virtual assemblies 	<ul style="list-style-type: none"> Letter and protocols sent to parents prior to school opening that outlines the new regime (e.g. maximum 1 adult per child and timeslots for drop off and collection) and importance of them sticking to the protocols. 	Teaching staff – daily KES – prior to 1 st June	3	4	12	

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	
		<ul style="list-style-type: none"> • Break and lunch times are staggered and supervised to minimise numbers and allow for social distancing. • Staff working in bubble including where possible a dinner lady per Bubble • Children stay in the classroom for the majority of the day and do not mix with other Bubbles. • One-way system in place around the school to minimise contact between adults and pupils. • Signs to show direction of movement in place around school. • Foot marks and/or tape has been used in key areas of the school to show "social distancing" lengths and no access areas. • Social distancing will be reinforced in the playground. • No play equipment. Games discussed with children which encourage social distancing. • Staff supervision throughout playtimes and lunchtimes – 						

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	
		<p>actively monitoring and insisting on social distancing.</p> <ul style="list-style-type: none"> • Parents/carers contact via email or phone no face to face. • Regulate access to areas where it is difficult to maintain social distancing (Toilets, storage rooms etc) limited to 1-person access at a time. • Communicate new ways of working to all staff, through posters, briefings etc. 						
Lack of hand and respiratory hygiene practices and/or facilities	As above	<ul style="list-style-type: none"> • All staff and pupils made aware of the “catch it, bin it, kill it” protocol via signage posters around the school. Lidded pedal bins in every classroom/office • All toilets and handwashing stations have liquid soap available. • Additional hand hygiene stations with alcohol-based hand rub (ABHR) available at all entry points and other key areas around the school. • Washing hands posters in all toilets as a reminder. 	<ul style="list-style-type: none"> • Daily briefings to remind pupils of the importance of good hygiene practices. • Regular checks made to ensure there is sufficient stock of soap. • Regular checks made to ensure there is sufficient ABHR each day. • Windows to be opened each morning in classrooms to allow for a free flow of fresh air. Doors if appropriate • Passageway doors open in accordance with fire safety 	<p>Principal – Daily</p> <p>PN Cleaners</p>	2	4	8	

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	
		<ul style="list-style-type: none"> • Use of <u>e-bug</u> learning resources to promote and teach pupils the importance of good hygiene practices. • Reception desk/area has Perspex screen/barrier. • Enhanced/regular cleaning schedule in place that concentrates on common touch areas (e.g. door handles, bannisters, etc) – all day cleaning in place • Supply of detergent and/or antibacterial wipes available for adults and pupils to clean any areas/equipment they occupy/use before and after each use. • Provide wipes for cleaning shared equipment after each use (printers, staff room equipment - kettles, toasters etc) • Any contaminated waste (used tissues etc) is disposed of appropriately (double bagged and held for 72 hours prior to putting in the bin) and regularly taken away. 	Refer to Government guidance on <u>Health protection in schools and other childcare facilities</u> for further information.					

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	
		<ul style="list-style-type: none"> Tissues available in each under desk drawer for pupils to use when coughing or sneezing and they must go into a lidded pedal bin after one use. A pack of tissues available for each adult in class to use when coughing or sneezing and they must go into a lidded pedal bin after one use. 						
New way of working (including working from home) leading to feeling a lack of supervision, interaction, support and social isolation.	Teaching, non-teaching staff, pupils. Anxiety, depression, stress, poor mental health & wellbeing	<ul style="list-style-type: none"> Keep in touch (KIT) zoom meetings regularly organised to ensure staff are supported. At least one member of SLT (where possible) on site everyday for staff to share concerns with. Managers to ensure employees are aware of the following advice: Ensure that all adults have regular breaks and are encouraged to pay regard to their work/life balance. Changes in new school protocols explained to children and individual support made available when/if needed. Charter in place. 			3	4	12	

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	
		<ul style="list-style-type: none"> • Liaise with HR to access a confidential appropriate support for staff. • Any extremely vulnerable staff (shielding) work from home. • Planned time for planning and preparation within the week. 						
Inability to maintain social distancing when dealing with accidents	<p>Teaching, non-teaching staff, children, cleaners, parents, visitors, contractors</p> <p>Illness – flu like symptoms through to fatality.</p>	<ul style="list-style-type: none"> • Safety of the injured/affected to be prioritised during incidents • 2m social distancing is not required when attending to emergency situations. First Aid PPE provided by MAC • People aiding others during an emergency should pay particular attention to sanitation immediately after the situation (washing hands). • Ensure records of injury and treatment are recorded and who administered first aid treatment. • Where possible (age and maturity of child) ask them to wipe away any blood or hold cold compresses etc. • Any dressings used to be double bagged. 	<ul style="list-style-type: none"> • First Aiders briefed on reset day and then all staffed briefed on procedures later that day. • Weekly First Aid Review meetings (daily if needed). • First Aider to be on duty in playground with portable PPE bag 	<p>KES</p> <p>NB</p> <p>First Aiders</p>	3	4	12	

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	
		<ul style="list-style-type: none"> Where any medications are administered try and encourage the pupils to self-administer or consider wearing a face covering (always refer to up to date information from Gov.UK) In the event of a serious injury or incident call 999 immediately. In the event of CPR being required it is advised only chest compressions are given 						
Child, young person or other learner becomes unwell with symptoms of coronavirus and requires personal care.	Teaching, non-teaching staff, first aider, etc Illness – flu like symptoms through to fatality.	<p>PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> 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 metres cannot be maintained. 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. 	<ul style="list-style-type: none"> Establish portable PPE First Aid bag Check First Aid resources daily 	NB NB	3	4	12	

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	
		<ul style="list-style-type: none"> 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. 						
Contact of shared resources resulting in indirect transmission of virus	Teaching, non-teaching staff, children, cleaners	<ul style="list-style-type: none"> Children to have their own stationery pack provided by school – this is to stay in school and not to be shared by any other pupils. Tables, door handles and other surfaces cleaned every night and regularly throughout the day. Cleaning on site during the day. Lessons planned so that resources are individual and not shared. Children are encouraged to wash hands/ use hand gel before and after each lesson and at regular intervals through the day 	<ul style="list-style-type: none"> Set up children's packs Check list for cleaning staff Staff to plan lessons appropriately Staff to create timetable of handwashing Signs put up around school to remind children of hygiene 	Bubble teacher SLT	3	4	12	
Spread of Infection due to close contact between staff.	Teaching, non-teaching staff, children, cleaners	<ul style="list-style-type: none"> Staff must sit/stand at least 2m apart from each other. Staff must make their own drinks/food and wash and dry. 	<ul style="list-style-type: none"> 		3	4	12	

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	
		<p>Staff to use their own cups and other crockery and utensils.</p> <ul style="list-style-type: none"> Soft furnished chairs removed and replaced with hard chairs which are easier to clean. 						
Children who are upset - spread of Infection due to close contact	Teaching, non-teaching staff, children, cleaners	<ul style="list-style-type: none"> Where a child is upset it is advised still trying to maintain a safe distance whilst offering comfort to child. Encourage child to use a tissue to wipe eyes/nose etc. If contact is required, consider wearing a face covering. Wash hands after contact 			3	4	12	
Children with behavioural /SEN issues -spread of Infection due to close contact	Teaching, non-teaching staff, children, cleaners	<ul style="list-style-type: none"> Where possible allow the child to vent their frustrations Where possible allow child to be outside the classroom or in the cloakroom 2m away from other children. If teachers feel that they need support they call an adult to contact the Principal or the office. 	<ul style="list-style-type: none"> Ensure children know that this is a safe place for them to use. DM to be available for emotional support of children 					

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	
Unable to assess likely numbers of pupils returning	All staff and pupils	Identify numbers of pupils likely to return: Contact parents and inform of how to book through School Life App	None	KES/LW				
Unable to assess required staffing resource <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	KES/LW				
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	All staff and pupils	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating or shielding but who are well enough to work in isolation Flexible and responsive use of teaching assistants to supervise classes is in place. A blended model of home learning and attendance at school is utilised until staffing levels improve. Consideration of available testing for school staff is updated according to latest government advice 	None KES to monitor	Ongoing				

Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils including in EYFS	New admissions children and families	<ul style="list-style-type: none"> Review in-year school admissions expectation with admission committee Ensure key school contact and related resources in place. Ensure timely returns of individual pupil applications and outcomes and wider cohort data returns. Ensure speedy admission of children in the relevant year groups. Review current admissions policy and how this can be adapted for new cohorts 	KES	Ongoing				
2. Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups 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"> SLT and site management team meeting to review school site and assess which classrooms can accommodate entry/exit points 140 maximum number of children and staff that can be accommodated in school on any given day 2 classrooms being utilised for each year group 12 of unused classrooms that could be utilised 	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"> Agreed new timetable and confirmed arrangements for each year group. Arrangements in place to support pupils when not at school with remote learning at home. Classroom size and numbers reviewed through daily planning Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class, 8 in St Wulstan's due to room size) Classrooms re-modelled, with chairs and desks in place to allow for social distancing. Spare chairs removed from desks so they cannot be used. 	Confirm new timetables once numbers known All used classrooms to be adapted	KES All Staff	2	4	8	

		<ul style="list-style-type: none"> • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning bubble • Classes stay together with their adult and do not mix with other pupils. • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing in preparation for EYFS return • Children in EYFS are organised into small groups with a key worker and do not mix with other children or other small groups 					
Appropriate planning for the use of alternative spaces not currently in place to meet shortfall	All staff/pupils	<ul style="list-style-type: none"> • Limits set for large spaces (e.g. hall, resources room) for teaching. • Identify reasons for large space use • Large gatherings prohibited. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing • Staff to familiarise themselves with new timetables 	Confirm new timetables once numbers known Assess use of large spacing including break time rotas	KES All Staff	2	4	8

3. Prioritising provision

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	
Insufficient support is available for vulnerable and/or disadvantaged children as numbers of pupils increase.	Vulnerable children/key workers and families	<ul style="list-style-type: none"> • Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion • Put in place provision for the return of pupils with SEND in conjunction with families • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Requests for support for vulnerable families sent through Early Help Hubs/ WCF • LA support for individual or complex cases Priority given to vulnerable/key worker children	None	KES SE DM	1	1	1	

Plans to accommodate children of critical workers and vulnerable children who will be accommodated alongside returning year groups not in place	Vulnerable children/key workers and families	<ul style="list-style-type: none"> Review numbers of children returning according to status and year group Pastoral and SEND support is deployed wherever possible to support prioritised pupils. Efforts continue to improve the attendance of school identified vulnerable pupils and those from disadvantaged backgrounds. A plan is in place for the phasing in of the other year groups 	Ongoing					
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4. 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	
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	All	<ul style="list-style-type: none"> 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. A COVID-19 section on the school website is in place and updated clearly showing arrangements for arriving/collecting pupils Advice is made available to parents on testing for COVID-19 	KES/LW All staff made aware of responsibilities before reopening	KES 2 nd June	2	4	8	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	All	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, push notifications and the school's website Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy Ensure contact details of families are up to date. 	KES to oversee changes – to be completed by 2 nd June All staff made aware of responsibilities before reopening	KES 2 nd June	2	4	8	

<p>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</p>	<p>All</p>	<ul style="list-style-type: none"> Request daily changes of clothes where possible to reduce the risk of infection Refer to school's hygiene policies Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family 	<p>KES to oversee changes – to be completed by 2nd June All staff made aware of responsibilities before reopening</p>	<p>KES 2nd June</p>	<p>2</p>	<p>4</p>	<p>8</p>	
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5. 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	
<p>New way of working (including working from home) leading to feeling a lack of supervision, interaction, support and social isolation.</p>	<p>Teaching, non-teaching staff, pupils. Anxiety, depression, stress, poor mental health & wellbeing</p>	<ul style="list-style-type: none"> Keep in touch (KIT) Zoom meetings regularly organised to ensure staff are supported. Leaders to ensure employees are aware of the following advice: Ensure that all adults have regular breaks and are encouraged to pay regard to their work/life balance. Changes in new school protocols explained to children and individual support made available when/if needed. Arrangements in place for employees to access a confidential counselling service. Schools stress risk assessment has been reviewed regularly throughout the pandemic. 	<ul style="list-style-type: none"> Refer to Stress Risk Assessment for more information. Use of Zoom to conduct meetings/briefings <p>WhatsApp/emails for regular communication</p>	<p>SLT</p>	<p>3</p>	<p>4</p>	<p>12</p>	

<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	<p>All school community</p>	<ul style="list-style-type: none"> • Start and departure times are staggered. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • 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. 	<p>KES to create timetable once numbers known</p>	<p>KES 1 June</p>	<p>2</p>	<p>4</p>	<p>8</p>	
<p>Daily attendance registers for new cohorts are not in place and DfE online educational setting status form to provide daily updates on how many children and staff are in school is not completed</p>		<ul style="list-style-type: none"> • Systems in place to ensure registers are taken • All staff understand responsibility in taking daily register and who is responsible • Report to responsible body 	<p>Ensure any new systems in place by 1st June</p>	<p>SLT 1st June</p>	<p>2</p>	<p>4</p>	<p>8</p>	

6. 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	

Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	PP Children	<ul style="list-style-type: none"> FSM Voucher scheme is continued A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. Seek support from LA for clarification on circumstances where there is inevitable cross-over FSM vouchers are given to families who are not in attendance and are eligible. 	NB					
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"> Onsite independent childcare group not providing pre and after school club https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings Communicate decisions to parents 	KES liaise regularly with SB		2	1	2	
Meals are not available for all children in school	All pupils	<ul style="list-style-type: none"> Communication with catering provider, Shires, to consider options based upon numbers of pupils in school Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. Safe food preparation space, taking account of social distancing Alternative arrangements in place for provision of school meals Usual considerations in place for dietary requirements 	None		2	1	2	
7. 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	

Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	All children	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning Consider the response to young children who have fallen behind in their self-care skills 	Staff to assess children where possible and adapt curriculum	All staff ongoing	3	1	3	
School unable to meet full provision required in line with EHCP	Vulnerable children with EHCP	<ul style="list-style-type: none"> Review individual pupil's EHCP to consider what can reasonably be provided whilst in school 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 Access support through health and social care offer Support offered through Worcs SEN services/ Early Years Inclusion Support Service 	SE to continue to monitor	KES/SE Ongoing	2	1	2	
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	All children	<ul style="list-style-type: none"> Review online offer for pupils that are unable to attend school Learning offer for pupils unable to access online resources Access WCF support for those pupils affected by ICT poverty <p>Staff understand responsibility in updating WCF for all pupils not in school.</p>	All staff to continue to provide resources KES/SE to monitor work	Ongoing	2	1	2	
No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups	All children	<ul style="list-style-type: none"> Review numbers of children attending school who are not in the returning year groups Engagement of appropriate services for families not engaging Identify staff resource to manage curriculum offer Set out short/medium term offer for this group of children Planning scheduled for longer term offer Curriculum leads in school meet regularly to review impact of plan Creation of timetable so children can complete online work 	All staff to continue to provide resources SLT to monitor work		2	1	2	

Pupils moving on to the next phase in their education are ill-prepared for transition	Year 6 and new reception cohort	<ul style="list-style-type: none"> • 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. • There is regular and effective liaison with the destination institutions • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Videos of the school are available for parents and pupils • New Intake page on website. • Letters sent to new intake to update 	EYFS staff to create videos/zoom introductions and provide further communication. KES to provide further assistance on preparation for new admissions		3	1	2	
10. 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	
Staffing levels can't be maintained	All staff	<ul style="list-style-type: none"> • Only the staff required to be in school are in school, to maintain safeguarding and ratios • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from MAC/ LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout 	none		2	1	2	
Identify staff unable to return to school	All staff	<ul style="list-style-type: none"> • 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 • Identify specific activities for staff who are vulnerable/shielded • Create risk assessment for identified staff • Staff survey completed 	Monitor staff surveys Complete risk assessments for individuals	KES Before identified staff return to work	2	4	8	

Staff are insufficiently briefed on expectations	All staff	<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school • 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 • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school 	KES to complete rota/bubbles KES weekly staff meeting Zoom teams	KES by 1 st June				
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II. 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	
Unable to meet social distancing rules and the virus is transmitted from person to person	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors Illness – flu like symptoms through to fatality.	<ul style="list-style-type: none"> • School drop-off/collection times are staggered to minimise numbers. • Drop-off/collection zones have been clearly marked with tape/paint to encourage social distancing. • Separate entrance and exit routes are in place. • Smaller class sizes, re-arranged furniture (preferably not face to face seating arrangements) and clear markings/signage to allow for "social distancing" space between pupils and adults during lessons wherever possible. • Break and lunch times are staggered and supervised to minimise numbers and allow for social distancing. • One-way system in place where possible in and around the school to minimise close contact between adults and pupils. • Foot marks and/or tape has been used in key areas of the school (e.g. dining hall) to show "social distancing" lengths and no access areas. • Playground has been marked to encourage social distancing. 	<ul style="list-style-type: none"> • When weather allows, lessons will be conducted outside of the classroom. <p>Message sent to parents prior to school opening that outlines the new regime (e.g. maximum 1 adult per child) and importance of them sticking to the protocols.</p>	Teaching staff – daily KES/LW – prior to 1 st June	3	4	12	

		<ul style="list-style-type: none"> Parents/carers can only visit the school by appointment. Regulate access to areas where it is difficult to maintain social distancing (Toilets, storage rooms etc) limit to 1-person access at a time for example Communicate new ways of working to all staff, through posters, briefings etc. 						
Lack of hand and respiratory hygiene practices and/or facilities	As above	<ul style="list-style-type: none"> All staff and pupils made aware of the “catch it, bin it, kill it” protocol via signage posters around the school. All toilets and handwashing stations have liquid soap available. Additional hand hygiene stations with alcohol-based hand rub (ABHR) available at all entry points and other key areas around the school. Use of <u>e-bug</u> learning resources to promote and teach pupils the importance of good hygiene practices. Reception desk/area has glass screen/barrier. Enhanced/regular cleaning schedule in place that concentrates on common touch areas (e.g. door handles, bannisters, etc) Supply of detergent and/or antibacterial wipes available for adults and pupils to clean any areas/equipment they occupy/use before and after each use. Provide wipes for cleaning shared equipment after each use (printers, staff room equipment - kettles, toasters etc) Any contaminated waste (used tissues etc) is disposed of appropriately (double bagged and held for 72 hours prior to putting in the bin) and regularly taken away. Staff provided with daily checklist – monitored by SLT Any persons entering the building to immediately wash hands – taken into account with drop off times. 	<ul style="list-style-type: none"> Daily briefings in class to remind pupils of the importance of good hygiene practices. Regular checks made to ensure there is sufficient stock of soap. Regular checks made to ensure there is sufficient ABHR each day. Windows to be opened each morning in classrooms to allow for a free flow of fresh air. Refer to Government guidance on <u>Health protection in schools and other childcare facilities</u> for further information. 	HT – Daily Site Manager Cleaners	2	4	8	
Inability to maintain social distancing when	Teaching, non-teaching staff, children, cleaners,	<ul style="list-style-type: none"> Safety of the injured/affected to be prioritised during incidents 	<ul style="list-style-type: none"> All staff briefed as to location of first aid 	KES/NB on 1st June	2	4	8	

dealing with accidents	cooks, parents, visitors, contractors Illness – flu like symptoms through to fatality.	<ul style="list-style-type: none"> • 2m social distancing is not required when attending to emergency situations • People aiding others during an emergency should pay particular attention to sanitation immediately after the situation (washing hands). • Use of full PPE non-negotiable when dealing with any first aid. 	resources and protocol for dealing with accidents dependent on age of child involved and severity of accident.					
Staff rooms and offices do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. 	Signage to be placed in staff room and common areas e.g. photocopiers	KES – 1 st June	2	4	8	
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. 	BC to create queuing zones for toilets	KES 1 st June				
12. 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		CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed

	Who might be harmed and how?				L	S	R	
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	Whole school community	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are adapted in agreement with staff. Seek LA support to manage insufficient capacity 	Cleaning Rota established	KES 23 May	2	4	8	
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	Whole school community	<ul style="list-style-type: none"> Plans are in place to identify and clean all areas with which the symptomatic person has been in contact Sufficient and suitable equipment is available for the required clean Adequate waste disposal arrangements are in place to dispose of contaminated equipment Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean Seek MAC/LA support 	None		2	4	8	
13. 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	
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	Whole school community	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Appropriate measures to supervise effective hand washing of young children are in place Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day Posters reinforce the need to wash hands regularly and frequently. 	KES/NBto monitor All staff to have morning checklists to check classroom supplies	Ongoing	2	4	8	

<p>Inadequate supplies and resources mean that shared items are not cleaned after each use</p>	<p>Whole school community</p>	<ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • Prevent the sharing of stationery and other equipment where possible. • Shared materials and surfaces cleaned and disinfected more frequently • 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 • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The Academy Committee Resources group is aware of any additional financial commitments 	<p>All staff to monitor KES to inform staff of responsibilities</p>	<p>Ongoing</p>	<p>2</p>	<p>4</p>	<p>8</p>	
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14. 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	
<p>Child, young person or other learner becomes unwell with symptoms of coronavirus and requires personal care.</p>	<p>Teaching, non-teaching staff, first aider, etc Illness – flu like symptoms through to fatality.</p>	<p>PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • 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 metres cannot be maintained. • 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. <p>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</p>	<ul style="list-style-type: none"> • Isolation area cleared of unnecessary resources and equipment. PPE for dealing with illness located and stored in this room (School office) 	<p>KES /NB by 1st June</p>	<p>3</p>	<p>4</p>	<p>9</p>	

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	Whole school community	<ul style="list-style-type: none"> • 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. • 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. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Continue to brief all stakeholders on a regular basis	Ongoing	2	4	8	
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15. 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	
Provision of PPE for staff where required is not in line with government guidelines	Whole school community	<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood, communicated • Sufficient PPE has been procured through normal stockist • PPE requirements have been risk assessed against scenarios produced by Public Health • 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. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Seek MAC/LA support for emergency PPE stoc 	KES/NB Instruct staff on how to wear PPE – briefing on 1 st June	1 st June	2	4	8	

<p>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</p>		<ul style="list-style-type: none"> • Requirements for PPE have been assessed in line with DfE guidelines • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek MAC/LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 	<p>KES to update on availability of PPE before 1st June</p>	<p>KES 1st June</p>	<p>2</p>	<p>4</p>	<p>8</p>	
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16. 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	
<p>Utilities, plant & equipment has not been inspected / serviced within the recommended timescales</p>	<p>Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors</p>	<ul style="list-style-type: none"> • School has a scheme of works whereby competent contractors are engaged to carry out statutory testing/inspection of all plant and equipment. • Pre-use visual checks are carried out by the user on all equipment. • All little used outlets of water have been regularly/will be flushed prior to school reopening. 	<ul style="list-style-type: none"> • Where extensions/exemptions have been granted by the HSE, a specific risk assessment for continued use of the plant/equipment has been completed. 	<p>PN by 1/6/20</p>	<p>2</p>	<p>4</p>	<p>8</p>	

	Legionella, electrocution, CO ² exposure, burns, cuts, bruises, broken bones etc	<ul style="list-style-type: none"> Any plant/equipment that has been “mothballed” during the lockdown, will be/has been inspected/checked by a competent person before coming back into use, and before reopening the school. 	<ul style="list-style-type: none"> Any defects or faults are reported, and equipment taken out of use. <p>Refer to and School Premise Policy Logbook for further guidance.</p>					
Lack of persons in safety critical roles (e.g. first aiders, fire marshals, etc) due to self-isolation and/or shielding.	<p>Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors</p> <p>Illness, infection, fatality</p>	<ul style="list-style-type: none"> Fire risk assessment kept under constant review. First aid needs assessment regularly reviewed. 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. 	<ul style="list-style-type: none"> Fire drill practiced first week back to ensure school can be evacuated safely (considering social distancing at assembly point) with new working arrangements. 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. Meet with KES/NB/CB/DM to review procedures and responsibilities in light of recent staffing changes <p>Refer to Fire Safety Policy & First Aid Policy for further guidance</p>	<p>KES/NB/CB/DM – 1st week of June.</p> <p>SLT – as and when need arises</p> <p>1st June</p>	1	5	5	
There is no agreed approach to any scheduled or ongoing building works therefore	Whole school community	<ul style="list-style-type: none"> 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. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. 	<p>KES</p> <p>PN</p>		2	4	8	

contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> 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. Where possible, temperature checks are carried out on arrival and before entering the school building. 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. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 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). Premises governing board committee is aware of planned works and associated risk assessments 						
Fire procedures are not appropriate to cover new arrangements	Whole school community	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 	KES NB/CB/DM to review and update procedures	1 st June	2	5	10	
Fire evacuation drills - unable to apply social distancing effectively	Whole school community	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures. 	KES/SLT/Fire Marshalls to review and update procedures	1 st June	2	5	10	
Statutory compliance has not been completed due to the availability of	Whole school community	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. LA support is in place 	PN to check all compliance	1 st June	1	1	1	

contractors during lockdown								
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	Whole school community	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with MAC 	DB to monitor		I	I	I	
17. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach								
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	
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	Specific members of school community	<ul style="list-style-type: none"> • 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. • Records are kept of this and regularly updated. • 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. • 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. • All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • Current government guidance is being applied. • Additional guidance is sought from Public Health England regarding BAME staff 	SLT to complete staff risk assessments	KES 1 st June	2	4	8	

Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	Specific members of school community	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. 	Continual staff briefing		2	4	8	
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	Specific members of school community	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. • 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 • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided. 	None		2	4	8	
Parents do not follow advice on social distancing when visiting the school	Whole School community	<ul style="list-style-type: none"> • Visitors (including parents/carers) to the school may be restricted to one area • Arrangements for visiting the school are communicated to parents/carers • Expectations around hygiene and social distancing are communicated with parents/carers 	Letter to be sent out to all returning families as to new expectations	KES – Once numbers of returning pupils known	3	4	12	

18. 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	
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for		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 SE and LP/CH to discuss policies and how they can be adapted	KES 1 st June	2	5	10	

purpose in the current circumstances								
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,		<ul style="list-style-type: none"> • 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"> ○ Different areas of the school including any Early Years provision ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	KES/PN to meet in first week back (WB 1 st June) to risk assess each area	KES 1 st June	2	5	10	

Reviewed by		Comments:
23/05/2020	Kim Savage Principal	