



The Legacy Learning Trust

Risk Assessment for Wider Reopening of School
Summer 2020

Overview

The risk assessment template draws on the guidance published by the [Health and Safety Executive](#), [Public Health England](#) and the [Department for Business, Energy & Industrial Strategy](#), and the DfE in accordance with the 'COVID-19 secure' guidelines.

Context

Coronavirus COVID-19 may be present in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature). Most people infected with the virus experience disease with mild or moderate symptoms, however a significant minority become severely unwell requiring hospitalisation and for some people the disease is fatal. The risk of serious disease and death are unevenly distributed, the population groups at increased risk are: - older people, people with pre-existing health conditions, men, people from BAME communities.

Basic Principles

The control measures follow the basic principles outlined in the current advice provided by government around safe social distancing, hand and respiratory hygiene, self-awareness of risk group (extremely vulnerable, vulnerable, general population) and of symptoms of high temperature and / or new continuous cough, and/or sudden loss of taste and smell, which require self-isolation for the case and household contacts.

The Risk Assessment

This document is intended to be a living document applicable for the duration as required.

It will therefore be subject to regular review and revision as change occurs and assessed needs direct in order to ensure its continued adequacy, in so far as it is reasonable practicable to do so. If events change on the day, dynamic assessment based upon professional judgement will direct the necessary additional control measures.

As an employer, we must protect people from harm. This includes taking reasonable steps to protect our workers and others from coronavirus. We will:

- identify what work activity or situations might cause transmission of the virus
- think about who could be at risk
- decide how likely it is that someone could be exposed
- act to remove the activity or situation, or if this isn't possible, control the risk.

TLLT is aware that the local context may be different to the national and so with public health information, schools may decide to operate a local lockdown, if required.

Consultation

Consultation should be with staff and if necessary with trade union representatives as part of putting measures in place.

Name of School	
Risk Assessment	Wider Opening of School

Activity to Manage What are the Hazards?	Who might be harmed and how?	Current Control Measures What are you already doing	Additional Control Measures Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
Preparing the Site:						
Premises management Water Hygiene	Pupils/students = P/S Employees = E Visitors = V Contractors = C Other - detail	As a result of closure or part closure, drinking water systems may have been subject to stagnation due to low turnover of mains water or water in storage. This may result in warming of water in internal plumbing systems, microbiological regrowth or increased uptake of plumbing metals. Unless steps are taken before the building is reoccupied there is a risk of adverse drinking water quality and potential risks to health.	Consult with water hygiene contractor to establish the extent of mitigation necessary in individual circumstances, in accordance with the written scheme. This may vary from simply running all taps, to a thoroughly cleaning and disinfection of the system.			
		Ventilate spaces with outdoor air				
		Ensure regular airing with windows (even in mechanically ventilated buildings)				
		Keep toilet ventilation in operation as much as possible while building is occupied				

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		Switch air handling units with recirculation to 100% outdoor air				
		Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation	Fire doors must not be propped open unless they have a self-closing hold open device fitted			
Fire Management	Pupils/students = P/S Employees = E Visitors = V Contractors = C Other - detail	The premise fire risk assessment shall be reviewed and updated to include information on emergency evacuation procedures in line with safe social distancing.	This would include: - a full functional test of the fire detection and alarm system using multiple call points across the site and involving the call receiving centre if appropriate.			
		All relevant fire safety equipment and systems shall be tested before the premises are fully re-occupied.	a full discharge test of the emergency lighting system across the site			
			a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged			
			checking that fire escape routes are clear of any obstructions			
			checking that final fire escape doors are unlocked and operational			
			checking the operation of internal fire doors to ensure that they close properly			

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			checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.			
Lifts, lifting devices and other statutory checks.	Pupils/students = P/S Employees = E Visitors = V Contractors = C Other - detail	During the COVID-19 closure, statutory maintenance around lifts and lifting equipment, in law, should have continued, where practical. In reality, some statutory checks may have expired their 'due-by' date.	Duty holders, must therefore ensure that statutory inspections on :- <ul style="list-style-type: none">• lifting equipment• pressure systems• fixed electrical systems (electrical installation condition surveys)• portable appliance testing• gas appliances, etc are 'in date' prior to the reoccupation of buildings. Employers must also consider whether equipment which has not been used for an extended period of time needs a statutory inspection even if one is not due. For example, where personal lifting equipment has been left in a condition which may have compromised its structural integrity or where a lift needs servicing to			

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			ensure it is going to be operated normally and safely.			
Staff and staffing						
Vulnerable People	Pupils/students = P/S Employees = E Visitors = V Contactors = C Other - detail	Staff will be provided with pre-attendance information reminding them to give consideration to the advice published for clinically extremely vulnerable groups and clinically vulnerable groups to ensure their presence does not place them in a position of elevated risk of exposure:	This will include a precis of Key Messages to inform those to whom attendance may prove detrimental to their health and ensure that members of the workforce are reminded of COVID-19 symptoms and the necessity of Self-isolating if these are experienced.			
		Pupils/students (0 to 18 years of age) who have been classed as clinically extremely vulnerable and clinically vulnerable due to pre-existing medical conditions have been advised to shield and are supported at home as much as possible				
		Staff who have been classed as clinically extremely vulnerable and clinically vulnerable due to pre-existing medical conditions are not expected to attend work				
		If a pupil/student or staff member lives in a household with someone who is extremely clinically vulnerable they are not expected to attend site				

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		If a pupil/student or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting				
		Staff who are pregnant or others with specific health conditions may be asked to work from home as they are in the vulnerable group and to follow government advice as it is issued				
		Staff from Black, Asian and minority ethnic (BAME) staff: Emerging evidence currently being reviewed by Public Health England shows that BAME communities are disproportionately affected by COVID-19. This concerning evidence suggests that the impact may also be higher among men and those in the higher age brackets.	BAMED Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings			
		Personal Risk assessments to be undertaken	HSE managing risk and risk assessment at work guidance COVID-19 guidance for NHS workforce leaders - risk assessments for staff HSE vulnerable workers guidance			

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		Access to PPE should be available where there is contact with diagnosed or suspected person with COVID-19	See PPE section of Risk Assessment			
		Sneeze into a tissue or sleeve NEVER into hands. Wash hands immediately after				
		Used tissues to be put in a bin immediately				
First Aid	Pupils/students = P/S Employees = E Visitors = V Contractors = C Other - detail	The school's first aid assessment will be reviewed to ensure an adequate provision, including at least one paediatric First Aider present at all times in Primary.	Consider pupil/student ratio, location of first aid provision, lunchtime supervision, workforce understanding of dealing with a potentially symptomatic person. First aid trained staff should be encouraged to maintain this key role. Staff should be updated in the additional risks associated with treating persons during the COVID-19 situation and how to improve the way they handle injured, unwell or symptomatic people. Advice from the St John Ambulance is available here .			
		Appropriate PPE to reduce the likelihood of cross contamination.				
		Consider an increased likelihood of skin irritations such as eczema and				

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		dermatitis, due to frequent handwashing.				
Arrangements for group sizes, social distancing & PPE						
Safe Social Distancing 2m rule. Entrances Staircases Lifts Exit routes	Pupils/students = P/S Employees = E Visitors = V Contactors = C Other - detail	Staffed to monitor observance of 2m safe social distancing and to remind of good hand and respiratory hygiene. COVID-secure guidance available here .	Conspicuous signage to illustrate safe social distancing. COVID-Secure floor stickers, (footprints, directional signage, catch it - bin it - kill it, hand and respiratory hygiene etc) Floor markings and posters to illustrate one systems introduced, avoiding pinch points. 2m distancing markers present to maintain safe social distancing. Mobility impaired students may require additional arrangements.			
		For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply and are adhered to	Early Years Foundation Stage			
		As per the existing Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak guidance, vulnerable children of all year groups continue to be expected and encouraged to attend educational	Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak guidance			

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		provision where it is appropriate for them to do so				
		Primary School classes halved with max of 15 pupils per class and desks spaced as far apart as possible	DfE Guidance : Actions for education and childcare settings to prepare for wider opening from 1 June 2020 DfE Guidance Coronavirus (COVID-19): implementing protective measures in education and childcare settings			
		Secondary School classes halved with 2 metres between each desk. Where very small classes might result from halving, it would be acceptable to have more than half in a class, provided the 2 metres rule is applied				
		The number of pupils/students who use the cloakroom facilities at any one time are limited to ensure they do not become crowded				
		Pupils/students use the same classroom or area of a setting throughout the day				
		Pupils are seated at the same desk each day if they attend on consecutive days				
		Pupils/students and staff where possible, only mix in a small, consistent group or “bubble” and				

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		that small group stays away from other people and groups				
		Pupils/students are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days				
		The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary schools there will be some subject specialist rotation of staff				
		Staff positioning – standing behind pupils, working from above pupils, staff walk with hands clasped to avoid contact				
		Staff and pupils are reminded that they must not touch their faces, eyes, nose etc.				
		Consideration given to which lessons or classroom activities could take place outdoors				
		The timetable and selection of classroom or other learning environment has been used to				

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		reduce movement around the school or building				
		The number of pupils/students who use the toilet facilities at any one time are limited to ensure they do not become crowded	Posters present to limit entry to one person only. If occupied, do not enter.			
		Assembly groups staggered				
		Break times are staggered so that all pupils/students are not moving around the school at the same time				
		Lunch breaks are staggered	Pupils/students should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, they should be brought their lunch in their classrooms			
		Shared areas such as halls, dining areas and internal and external sports facilities are used for lunch and exercise at half capacity	If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place			

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		Consideration given to one-way circulation, or placing a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors				
		Consideration given to pupils/students that may need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)				
		Drop-off and collection times staggered				
		Parents told that if their child needs to be accompanied to the education or childcare setting, only one parent should attend	Siblings should not accompany the parent when dropping off or picking up wherever possible. If they have to accompany the parent they must follow social distancing guidelines			
		Parents' drop-off and pick-up protocols planned to minimise adult to adult contact				
		Parents and pupils/students are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)				

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		It is made clear to parents 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)				
		External entrances to classrooms are used where practical				
		Multiple groups do not use play equipment simultaneously				
		Early years groups in school have considered how to keep small groups of children together throughout the day and to avoid larger groups of children mixing				
		Staff working in Offices are adequately distanced, are on rota or are working from home				
		Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure social distancing is maintained				
Personal Protective Equipment (PPE)	Pupils/students = P/S Employees = E Visitors = V Contractors = C Other - detail	PPE guidance can be found here .				
		Wearing a face covering or facemask within Schools, or other education settings, is not recommended by the government				
		Increased cleansing and improved hand and respiratory hygiene habits are effective measures in				

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		controlling the spread of the virus in non-clinical settings.				
		<p>Use of PPE by staff or students who are unfamiliar with using PPE may inadvertently increase the risk of transmission.</p> <p>PPE should only be in circumstances of students receiving intimate personal care that already involves PPE, or if a student becomes unwell / symptomatic and needs direct personal care until they can return home.</p> <p>A fluid resistant surgical mask should be worn by the supervising adult of the pupil requiring care, if a distance of 2 meters cannot be maintained. If contact with the student is necessary, then disposable gloves, disposable apron and 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 a student coughing, spitting or vomiting then				

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		eye protection should also be worn.				
Outdoor learning space	Pupils/students = P/S Employees = E Visitors = V Contactors = C Other - detail	Outdoor spaces may be utilised for lessons where practicable. Class sizes may need to be reduced to maintain safe social distancing.				
Reducing the risk						
Hygiene	Pupils/students = P/S Employees = E Visitors = V Contactors = C Other - detail	Sufficient hand washing facilities are to be made readily available with liquid soap dispensers and ample supplies of paper towels.	Communicate expectations to staff and parents about cleaning and hygiene. Guidance on cleaning non-healthcare premises available here			
		All persons are to wash their hands on arrival at the building, before eating, after eating, after sneezing or coughing etc.	Frequent hand washing and drying – see guidance on hand cleaning . Alcohol gel is only recommended in circumstances where hand washing is not immediately practical.			
		Encourage pupils to improve their hygiene habits, use tissues to cough or sneeze into rather than using hands (“catch it, bin it, kill it”)	Additional tissues available. Catch it, bin it, kill it posters.			

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		Persons encouraged not to touch their mouth, eyes and nose.				
		Regularly touched surfaces should be cleaned regularly using bleach* or detergents, this may include touch screens, door handles, bannisters, desks, seats, light switches, toilets, sinks etc. See cleansing guidance . *Following manufacturer's instructions.	Further guidance on cleaning approaches available from Implementing Protective Measures in Education and Childcare Settings, available here .			
		Where possible, all spaces should be well ventilated using natural ventilation.				
Cleaning arrangements	Pupils/students = P/S Employees = E Visitors = V Contractors = C Other - detail	The premises will be subject to an elevated cleansing regime focusing on contactable surfaces, door handles, handrails, tables and such like.	Further guidance on cleaning in non-healthcare settings available here .			
		Hand hygiene stations are provided throughout the school, with alcohol gel available in the circumstances where soap and water are unavailable.				
		Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this				

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		Surfaces that pupils/students are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more regularly than normal				
		Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use				
		Bins for tissues and other rubbish are emptied throughout the day				
		Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary				
		Disposable tissues are available in each room for both staff and pupils/students use				
		Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it				
		Outdoor equipment must not be used unless the setting is able to ensure that it is appropriately cleaned between groups of pupils/students using it				
		Unnecessary items particularly those that cannot be easily cleaned removed from classrooms and				

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Shared Resources		other learning environments where there is space to store it elsewhere				
		Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) removed				
		Pupils/students advised to not bring personal items in from home as this will reduce possible spread of the virus				
		Shared materials and surfaces are cleaned and disinfected more frequently				
		Staff not taking resources from school home e.g. books				
		Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day				
Students / Staff display symptoms	Pupils/students = P/S Employees = E Visitors = V Contactors = C Other - detail	People (or those of their household) showing symptoms should remain at home and self-isolate.	More information on self-isolation can be found here . Re cleaning broadly and after a potential suspected COVID19 case consider ensuring the following: Those carrying out routine environmental cleaning are equipped with and trained to use appropriate PPE (disposable gloves and apron). During the event a cleaner will need to be available (not			

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			<p>necessarily on site) to respond to cleaning requirements should someone become ill with suspected COVID19. PPE requirements are disposable gloves and apron and if necessary eye, nose and mouth protection (depending upon the cleaning requirement).</p> <p>COVID-19: Cleaning in health non-healthcare settings</p>			
		<p>If people become unwell and display symptoms in an education setting, they must be sent home and follow the advice found here.</p>				
		<p>If a child is awaiting collection they should be moved, if possible, to a well ventilated room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required.</p> <p>If it not possible to isolate them, move the student to an area which is at least 2 meters away from other people.</p> <p>PPE should be worn by staff caring for the child whilst they await</p>				

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		<p>collected, if a distance of 2 ms cannot be maintained.</p> <p>If they require the use of toilet facilities whilst waiting to be collected, they should use a separate toilet, if possible, to all other students.</p>				
		<p>The facilities should be cleaned and disinfected using standard cleaning products before being used by other persons.</p>				
		<p>If a staff member has assisted someone who was displaying symptoms, they do not need to go home and self-isolate, unless they become unwell themselves or if the student subsequently tests positive for COVID-19. Hygiene standards apply (see hygiene section of this document).</p>				
		<p>The symptomatic student's class should be monitored by staff to ensure no other possible cases arise.</p> <p>Should the symptomatic person be a staff member, they must self-isolate and their class/classes, workstation, desk, chair and other</p>				

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		frequently used items within the School should be cleansed.				
		Where the staff member or student tests positive for COVID-19, the rest of their class should be sent home and advised to self-isolate for 14 days, more information on confirmed cases actions can be found here .				
		Parents, carers and settings do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus. Educational and childcare settings should reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice	If anyone in the household develops a fever or a new continuous cough they are advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance (which states that the ill person should remain in isolation for 7 days and the rest of the household in isolation for 14 days)			
Home to school transport.	Pupils/students = P/S Employees = E Visitors = V Contactors = C Other - detail	Consider availability and capacity of school transport, including transport for pupils with special needs to meet safe social distancing guidelines.				
		Parents and pupils/students encouraged to walk or cycle to				

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Travel to and from school		their education setting where possible				
		Schools, parents and pupils/students following the government guidance on how to travel safely, when planning their travel, particularly if public transport is required				
		Transport arrangements cater for any changes to start and finish times				
		It is ensured that transport providers, as far as possible, follow hygiene rules and try to keep distance from and between their passengers				
		Appropriate actions taken to reduce risk if hygiene rules and social distancing is not possible, for example when transporting pupils/students with complex needs who need support to access the vehicle or fasten seatbelts				
		Revised travel plans clearly communicated to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)				
Control of Contractors		Where contractors are required to attend site for emergency, cyclical and routine maintenance then they the School's safe social distancing, hygiene and other associated				

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	Pupils/students = P/S Employees = E Visitors = V Contractors = C Other - detail	<p>control measures must be communicated to the visiting contractor, and enforced.</p> <p>All non-essential works, ie decorating, should be delayed in light of the current situation.</p> <p>Control of contractors' documentation should be updated and made available in preparation of the contractor attending site.</p> <p>Deliveries on site are to be organised to ensure that no physical handover is undertaken, larger deliveries can be allocated a drop off area for staff to collect.</p>	<p>For example, the asbestos surveys, asbestos summary sheets, updated comprehensible information, building plans (where available) could be left in an isolated and secure area.</p>			
SEND and Behaviour/Safeguarding						
Individual pupil/student risk assessments	Pupils/students = P/S Employees = E Visitors = V Contractors = C Other - detail	<p>Consider pupils/students who have not previously required a risk assessed but who may now present with a risk:</p> <ul style="list-style-type: none"> pupils who need specific care, which cannot be delivered whilst ensuring social distancing 				

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		<ul style="list-style-type: none"> potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint. 				
Review behaviour & safeguarding policies	Pupils/students = P/S Employees = E Visitors = V Contactors = C Other - detail	The school shall review its pupil/student behaviour and safeguarding policies to ensure it accommodates COVID-19 incidents.				

	Name	Date	Comments
1 st review by			
Quality assurance check by r			

In and beyond the Risk Assessment

Checklist/Overview for Wider Opening using DfE guidance and Checklists from NEU/UNITE/GMB/UNISON:

In the Risk Assessment:				
Preparing the Site:	Health and Safety of building:	Cleaning & hygiene	Movement around the school	Site examination
	<p>In relation to:</p> <ul style="list-style-type: none"> hot and cold water systems gas safety fire safety kitchen equipment Specialist equipment used by pupils (eg for access/mobility/changing) security including access control and intruder alarm systems ventilation 	<ul style="list-style-type: none"> The availability of soap and hot water in every toilet and any areas used for personal care of pupils eg changing (and if possible in classrooms). The location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment. The location of lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other potentially infected waste, their double bagging and emptying. Ensuring you have a good supply of disposable tissues in each classroom and 	<ul style="list-style-type: none"> Will a one-way system be introduced? If not, why is it not needed? What arrangements are proposed for safe movement on staircases? What arrangements are in place for use of lifts – can social distancing be achieved if a staff member travels in the lift with a child? How will staff and children be made aware of the new arrangements, with particular reference to very young children and those with special needs? Who will monitor that the systems are being complied with? Will a member of staff be on duty at all times? Are other measures needed in corridors, for example floor markings or removal of furniture or 	<ul style="list-style-type: none"> Given that classes will be split, how in practical terms can resources be split between two classrooms? Will additional resources be needed to ensure that both classes have what they need? How will young children be taught (reception especially and nursery) without physical resources?

		<p>enough to top up regularly, as well as lidded bins with double bagging for disposal, with any other potentially infected waste, and where these should be located</p>	<p>students walking in single file without holding hands?</p> <ul style="list-style-type: none"> • Is there provision for the movement of pupils around the school who may need additional assistance from an adult? • How will pupils and staff keep 2-metres apart, even with these arrangements? • What arrangements are proposed around access to pupil toilets to ensure no overcrowding during lesson and break times? • What signage will be displayed to support these new systems? 	
<p>Staff availability</p>	<ul style="list-style-type: none"> • Are you satisfied with the proposed rota arrangements? • Have you been given an assurance that there will always be a head/deputy, first aider, Designated Safeguarding Lead (DSL), SENCO, caretaker and sufficient cleaning staff on duty at all times? • Are you satisfied that consistency can be ensured to minimise staff movement between classes? • Has it been confirmed that sufficient cleaning staff will be engaged to allow for the enhanced cleaning levels required? • Have you been given an assurance that non cleaning staff will not be expected to undertake cleaning work? • Has the site been measured to ascertain what the maximum capacity is and proportion of pupils that can be accommodated to allow safe distancing? (This needs to adopt a cautious approach in relation to staff availability, taking into account those who must work from home because they are vulnerable or may need to self-isolate and likely future levels of absence.) • Is it clear to all staff and parents that only healthy staff and pupils who are not exhibiting symptoms, and who do not need to self-isolate, may attend school? • Is it clear that pregnant staff and those with underlying health conditions that make them vulnerable, or who live with or care for vulnerable or shielding household members or those over age of 70 are permitted to continue to work from home? The DfE advises that if 'vulnerable' as opposed to 'extremely vulnerable' staff cannot work from home 'they should be 			

	<p>offered the safest available on-site roles', also that a member of staff who lives with someone who is vulnerable can attend work. The joint unions disagree, both should be allowed to work from home.</p> <ul style="list-style-type: none"> • Have the risks to Black staff been assessed when planning rotas? Evidence from the Office for National Statistics shows a greater impact of COVID-19 on Black communities with a disproportionate number of deaths being recorded. The DfE Planning Guide does not address this issue. • Will parents be advised that the school cannot guarantee to be able to keep their children socially distant, with support for parents to assess the risks to themselves and other family members of sending their child to school? • What arrangements are in place for safe induction of new staff during this period? • Have catering staff been involved in discussions about how meals will be served and are there sufficient catering and lunchtime supervision staff to ensure that children can safely eat their lunch? • Is there a procedure to close the school or college at short notice if staffing levels fall to levels where safety cannot be assured?
<p>Arrangements for group sizes, social distancing & PPE</p>	<ul style="list-style-type: none"> • Given that social distancing is expected in all other areas of society, it is unacceptable that the Government expects schools to open without the protections that are recommended for other environments, eg shops and public transport. What is proposed to address this issue? • Where there is a risk of airborne contamination, because social distancing cannot easily be adhered to, particularly where staff are at risk from spitting or biting and where pupils are unable to catch or control coughs and sneezes, the joint unions believe that PPE must be provided and training given on its use and disposal. Will this happen? • Will PPE be available for emergency situations, for example when a pupil develops symptoms during the school day and is awaiting collection? • What assurances can be given about secure arrangements for sourcing PPE? • Can confirmation be given that, if any member of staff wishes to wear a face covering, they will not be prevented from doing so?
<p>Creating temporary teaching groups</p>	<ul style="list-style-type: none"> • How many pupils can each individual classroom safely accommodate to ensure that they and staff remain 2-metres apart on entry and departure and during the lesson? This needs to take account of the additional staff numbers in classes with SEND pupils who have individual adult support. How many people altogether will be in a classroom should be the measure. • What areas are safe to use for different purposes than usual to aid social distancing? • Is the school proposing to have 15 children per class? The joint unions position is that staff cannot be expected to safely supervise 15 children and ensure that they socially distance. • Has account been taken of the fact that some staff, in particular support staff, normally work at close proximity to individual pupils and how this work can continue in a safe manner?

	<ul style="list-style-type: none"> • To what extent can parents of SEND children be reassured that their child will still be working with, or have access to, their key worker/learning support assistant? • Is the school prepared to consider attendance on a rotational basis in order to reduce class sizes? • Can an assurance be given that teaching assistants, unless it is part of their normal role such as for higher level teaching assistant, will not be expected to lead classes? • Will supply teachers be brought in as necessary? • Will senior leaders be available to cover classes if needed? • Will parents be told not to bring their children to school if there is a shortage of staff for a particular class?
Reducing the risk	<ul style="list-style-type: none"> • How does the school propose to ensure social distancing at the start and end of each school day? • If it is planned to undertake temperature checks, how will this be managed safely in terms of social distancing between the child and member of staff and to avoid queues building up? • What measures are in place to protect staff and pupils who may at times need to use physical interventions (in alternative provision (AP) and mainstream) to protect pupils from harming themselves or others? (They will clearly not be able to socially distance when doing this) • In AP what measures are in place to ensure that enough appropriately trained staff are on site to support pupils with behavioural issues to keep safe? How and what PPE will be used in this situation? • Is it practical to stagger arrival times, if so how? • How will parents be informed and the system monitored? • Is there sufficient staffing to monitor the safe arrival and departure of children at varying times? • How will overcrowding at the school gates or in the playground be prevented? • What will be expected of parents/carers in terms of social distancing and how will they be informed of arrangements? • Will parents/carers be instructed that they may not enter the premises other than in an emergency situation? • Will there be clear guidelines on entry to school about the procedures in place for essential visitors to the school? • Will there be social distancing measures in place for visitors to the school? • Will visitors working closely with pupils be offered PPE where necessary? • How will other unauthorised visitors be kept away? • Will enough staff be available at the beginning of the day (and able to socially distance) to assist children in coming into school where needed (younger children/ children with SEND/anxiety etc)? • How will break times operate to ensure social distancing? • What will happen in wet weather at break and lunchtimes? • What arrangements are in place to ensure that meals can be safely prepared and served? • How many separate lunch sittings will be needed to ensure social distancing and is sufficient staffing in place to manage this, even where someone may be absent?

	<ul style="list-style-type: none"> • Have families been told to provide water bottles? • How will breaks for staff operate? • Have assemblies and the coming together of other large groups, both staff and pupils, been suspended • Is there a system in place for isolating children who develop symptoms during the day, while they wait to be picked up? • Will all staff be sent home as soon as they report symptoms during the school day and will arrangements be in place to provide cover as necessary? • Have off site visits been suspended? • What are the plans for ensuring that staff can travel safely to and from school? • For those who have no car and cannot walk or cycle, how can they safely travel to school, when use of public transport is discouraged? (note: car sharing other than between members of the same household should not happen). A safe travel plan for each individual member of staff need to be agreed. • Where school transport operates under normal circumstances, how will this operate at this time, ensuring social distancing and hygiene arrangements?
<p>Support for SEND and behaviour/safeguarding</p>	<ul style="list-style-type: none"> • Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school is safely in place? • Where LAs cannot, despite 'best endeavours' provide the support listed in an EHC plan can pupil safety in school be guaranteed? Eg behaviour support. • Will there be clear guidelines on entry to school about the procedures in place for essential visitors from external agencies visiting pupils at the school (eg educational psychologists, child and adult mental health services (CAMHS), behavioural support, advisory teachers etc)? • Will there be social distancing measures in place for visitors from external support agencies visiting pupils at school? • Will visitors working closely with pupils be offered PPE where necessary? • If LAs cannot provide additional trauma support for pupils can another provider be quality assured and risk assessed in time for when the school beings to open more widely?
<p>Beyond the Risk assessment</p>	
<p>Changes to routine for staff and children</p>	<ul style="list-style-type: none"> • Will guidance and training be provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins? • Will individual pupil risk assessments be in place for all pupils who exhibit anti-social behaviour, eg biting, before a decision is made about admitting them under the new arrangements? • Will compassionate and proportionate behaviour policies that protect health and safety, while also supporting pupils who may exhibit problematic behaviours as a response to trauma they may have experienced during lockdown, be in place by the time wider opening begins?

	<ul style="list-style-type: none"> • It will not be safe to mark children's books during this period. Will clear instruction be given that no marking should take place and the books should not be taken to and from home/school? • Will staff be told to wash their hands before and after handling pupils' books? • Will library books be regularly sanitised? • Some teaching assistants will be used to working in very close proximity to individual pupils, so how can this work continue in a safe manner? • Have parents been informed about new arrangements for drop off and pick up routines? • Have other regular visitors to the school, eg parent volunteers, been informed that they should not attend at this time? • Do essential contractors, including those who deliver food, understand how they may access the premises and what precautions are expected of them while they are on site? • Are catering staff aware of new safe working practices?
Communicating with staff	<ul style="list-style-type: none"> • Will senior staff be visibly present around school during the day? • What arrangements will be put in place to ensure regular staff feedback on arrangements?
Communicating with parents	Head teachers are advised to communicate with parents so that they know who is eligible to attend school and from when and what measures will be in place to 'make the school a low-risk place for their child'
Managing pupil and staff well being	<ul style="list-style-type: none"> • What guidance will be given to staff on how to support children? • What pastoral support services will be available? • Does the school recognise its duties under health and safety law to protect the mental as well as physical health of staff? • What plans are in place to ensure that this duty is applied? • What counselling services are available for staff and pupils who may need support? • How will the school monitor workload at this time to ensure a reasonable work/life balance for staff?
Planning what to teach	<ul style="list-style-type: none"> • The DfE toolkit recommends that children should be taught not to touch their faces – how can this realistically be taught or monitored? • It is also recommended that resources for painting, sticking and cutting be washed before and after use – what additional staff resources will be allocated to these tasks, given that these materials are likely to be in constant use? • How will staff ensure that children do not share these resources? • How will staff be supported to teach outside their usual year group/key stage responsibility? • Has time been given for staff to work together to agree shared priorities for children's learning? • Has time been identified for staff to work together to prepare teaching, particularly to adjust their teaching of practical lessons and of play-based curriculum without shared physical resources? • Has support been given to teaching assistants to prepare for supporting pupils?

	<ul style="list-style-type: none">• How will staff maintain continuity of learning and support as pupils begin to return, but have additional periods of time away?
Remote education during wider opening	<ul style="list-style-type: none">• What arrangements will be in place for year groups not eligible to attend?• What arrangements will be in place for pupils with underlying health conditions who cannot attend when the rest of their year group may be in school?• How will the senior leadership team (SLT) ensure that any change in opening arrangements does not increase workload for staff whether working at home or at school?

Staying COVID-19 Secure

We confirm that we have complied with the government's guidance on managing the risk of COVID-19

5 steps to safer working together

- We have carried out a **COVID-19 risk assessment** and shared the results with the people who work here
- We have **cleaning, handwashing and hygiene procedures** in line with guidance
- We have taken all reasonable steps to **help people work from home**
- We have taken all reasonable steps to **maintain a 2m distance in the workplace**
- Where people cannot be 2m apart, we have done everything practical to **manage transmission risk**

Employer:

Date:

Who to contact: (H&S Rep in School)

PERSONAL RISK ASSESSMENT

For HR to complete with member of staff

NAME:	DATE OF ASSESSMENT:
OCCUPATION:	DEPARTMENT:
REASON FOR ABSENCE	Self-Isolation due to existing health Conditions
<p>Guidance from Occupational health</p> <p>Asthma – Occupational Health guidance received has stated - If the asthma is controlled by the use an inhaler (Brown and/or Blue) and the employee has not had any recent hospital admissions, required a course of steroid treatment or has any other underlying health condition then return to work can be considered as long as social distancing recommendations can be adhered to whilst undertaking role.</p> <p>Type 2 Diabetes - Occupational Health guidance received has stated - If the Diabetes is well controlled and the employee has no other underlying health condition then return to work can be considered as long as social distancing recommendations can be adhered to whilst undertaking role.</p> <p>Occupational health guidance states that employees with Type 1 Diabetes or COPD are not considered suitable for return to work and should continue to self-isolate.</p> <p>High Blood Pressure - Occupational Health guidance received has stated - If Blood Pressure is well controlled with medication and the employee has no other underlying health condition then return to work can be considered as long as social distancing recommendations can be adhered to whilst undertaking role.</p> <p>Irregular Heartbeat – Occupational health have stated that employees would need a telephone consultation before any individual guidance was given regarding employee returning to work</p> <p>Where an employee has multiple health issues for example asthma, high blood pressure and diabetes they could be at higher risk and where possible should self-isolate and adhered to social distancing but if necessary employees in this category can have a telephone consultation appointment with occupational health.</p> <p><u>Background Information of employee (Asthma example);</u></p> <p>..... was advised to self-isolate via her manager due to suffering with asthma on 21 March 2020. Further to discussions with her immediate line manager and a representative from Human Resources regarding return to work, it was agreed that as has not suffered an asthmatic episode for a number of years (possibly during childhood) she is able to return to work and resume full duties at the earliest opportunity.</p>	

NOTIFICATION DETAILS				
Is the employee's condition covered in the medical guidance issued above?			YES	NO
INDIVIDUAL RISK				
Does the work programme expose the employee to any of the following hazards	Yes/No	Risk Rating High/Medium/Low	Controls/comments	
Increased risk of complications associated with contracting coronavirus COVID 19 as a result of an existing condition such as Asthma / Type 2 Diabetes / High Blood Pressure			<p>Discussion should be had with employee regarding advice given by Occupational health in order to determine whether they fit into the categories covered by the guidance.</p> <p>Where any doubt is present regarding the applicability of this guidance to the individual then telephone consultation with Occupational Health should be considered to clarify.</p> <p>Consideration must be given to the role undertaken by the employee to determine whether social distancing of 2 metres can be achieved or whether alternative roles can be assigned where these control measures can be implemented.</p> <p>Particular caution should be exercised where the employee's role is likely to place them in areas which are deemed higher risk or where social distancing cannot be achieved such as medical facilities and patient care roles.</p> <p>Use of home working to be implemented wherever possible</p> <p>Employee to be instructed to advise manager of any illness immediately to themselves or any member of their immediate household.</p> <p>Regular hand washing should be undertaken using soap and water. Where soap and water is not available regular use of hand sanitizer gel should be implemented.</p>	
Shocks, Vibration or Movement				

Manual Handling			
Ionising Radiation			
Noise			
Extremes of Temperature			
Movements & Posture Travelling, standing & sitting for long periods working in restricted space or heights			
Mental Fatigue Physical or verbal assault, stress & anxiety			
Biological Agents Hepatitis B, HIV, Rubella, Herpes, TB, Syphilis, chickenpox, typhoid and MRSA			
Chemical Agents			
Musculoskeletal Disorders Back Pain & repetitive strain injuries			
Working Conditions			
Does the employee's work pattern involve any of the following:	Yes/No	Risk Rating High/Medium/Lo w	Controls/comments
Working with Display Screen Equipment			
Shift Work: early, late, nights, quick turn around			
PPE: Suitability & availability			
Standing/Sitting			
Lone Workers:			
Stress:			

Close Contact with pupils or clients where social distancing measures cannot be implemented			Particular caution should be exercised where the employee's role is likely to place them in areas which are deemed higher risk or where social distancing cannot be achieved such as medical facilities and patient care roles. It may be that alternative duties need to be considered in these cases to protect the employee.
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Assessment Completed by	Name	Position	Signature
Manager			
Employee			
Review Date(s):	Signature	Position	
1 week from completion or receipt of updated guidance.			