

Full Opening of School from Autumn 2020 – Coronavirus (Covid-19) Pandemic Risk Assessment V2

On the following pages, you will find an extensive risk assessment which will hopefully provide you with some of the tools to enable your school/setting to fully re-open safely in September 2020.

The Government's plan is for all pupils, in all year groups, to return to school full-time from the beginning of the autumn term 2020. The [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#) is intended to support schools, both mainstream and alternative provision, to prepare for this. It applies to primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. Independent schools are expected to follow the control measures set out in this document in the same way as state-funded schools. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools. Separate guidance is available for [Early years and childcare providers](#) and for [Special schools and other specialist settings](#). Schools should use their existing resources to make arrangements to welcome all children back. Schools should not put in place rotas.

While the aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

In most cases the preparation for full opening will be undertaken by the Head teacher and senior colleagues. However, relevant bodies (such as the local authority, academy trusts or governing bodies, depending on the school type) retain responsibility for key decisions and plans should be confirmed with them, particularly risk assessments of the school opening fully before pupils and staff return. All staff and Trade Union safety representatives should be consulted on the development of your risk assessment(s) - leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute. Ensure all persons understand any safety measures, how usual practice may need to be adapted and the safe ways to work together with timetable changes and operational precautions.

Schools have remained open to some pupils since 20 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term - this means making judgments at a school level about how to balance minimising any risks from coronavirus (COVID-19) by maximising control measures with providing a full educational experience for children and young people. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level. Essential measures include:

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

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together;
- avoiding contact between groups;
- arranging classrooms with forward facing desks;
- staff maintaining distance from pupils and other staff as much as possible.

Having assessed your risks, you must work through the below system of controls, adopting measures to the fullest extent possible in a way that addresses the risks identified in your assessment, works for your school and allows you to deliver a broad and balanced curriculum for you pupils, including full educational and care support for those pupils who have SEND.

Actions schools must take include:

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school;
- 2) clean hands thoroughly more often than usual;
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach;
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach;
- 5) minimise contact between individuals and maintain social distancing wherever possible;
- 6) where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process;
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community;
- 9) contain any outbreak by following local health protection team advice.

Numbers 7 to 9 must be followed in every case where they are relevant.

Risk reduction measures should (as with all other risk assessments) be assessed in order of priority as set out below; schools should not simply adopt the easiest control measure to implement. Controls should be practical to be implemented and, ideally, should be able to be maintained easily over time. It is critical to remember that it will only rarely be feasible to eliminate individual risks completely.

- 1) **Elimination:** stop an activity that is not considered essential if there are risks attached.
- 2) **Substitution:** replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
- 3) **Engineering controls:** design measures that help control or mitigate risk.
- 4) **Administrative controls:** identify and implement the procedures to improve safety (for example, markings on the floor, signage).
- 5) Having gone through this process, **PPE** should be used in circumstances where the guidance says it is required.

The control measures listed in the following risk assessment are a guide to help and support you. It is divided into 2 parts:

- **Part 1** – Staff and pupil management issues to support full re-opening of the school
- **Part 2** - Premises and maintenance issues required prior to and during full opening (*although much of this will have been completed prior to partial re-opening in June*)

Control measures in both parts will need to be considered. Some of the information can simply be deleted where it does not apply to your setting or where you have devised your own particular control measure to reduce the risks. So although it may look onerous, much of it is made up of possible practical solutions and measures you will already have considered.

This risk assessment **may well be subject to change** as we move through the weeks and months to come, but we will highlight any changes to make life easier for you. Please be assured that we continue to be here to support you during the next couple of weeks and beyond. We will be available over the summer break if you need to contact us for help or advice. If you have any queries, please do not hesitate to get in touch.

Full Opening of School from Autumn 2020 – Coronavirus (Covid-19) Pandemic Risk Assessment V2



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|------------------|--|------------------------------|--|----------------------|--|
| Activity: | Full Opening of School from Autumn 2020 during Coronavirus (Covid-19) Pandemic | | | Location: | St John Henry Newman Catholic School |
| Assessor: | John McAuley, Headteacher | Ref No.: | NCS-RO1 | Distribution: | All staff, parents, Kym Allan, Local Authority and Union |
| Date: | 18 August 2020 | Proposed Review Date: | Following consultation then weekly initially or sooner if required | Signed: | <i>Mr John McAuley</i> |

All pupils, in all year groups should return to school full-time from the beginning of the autumn term 2020. The [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#) is intended to support schools, both mainstream and alternative provision. It applies to primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. Independent schools are expected to follow the control measures set out in this document in the same way. The guidance also covers expectations for children with SEND, including those with education, health and care plans, in mainstream schools. Separate guidance is available for [Special schools and other specialist settings](#).

Separate Risk Assessments are available on the school website and also within the Coronavirus folder saved on the Department Drive for [Cleaning Schools during Coronavirus Pandemic](#) and [School Catering Operations during the Coronavirus Pandemic](#).

PART 1 – STAFF AND PUPIL MANAGEMENT ISSUES TO SUPPORT RE-OPENING OF THE SCHOOL/SETTING

| Hazard | Risk | Individuals at risk | Risk Rating | Control Measures What are we doing now? | Notes/Additional Control Measures What more do we need to | Residual Risk |
|---|------------------------------------|---|-------------|--|--|---------------|
| Contact with individuals who are unwell | Serious respiratory illness, death | All building users, including visitors/ parents, contractors/ maintenance personnel | High | <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (Stay at home guidance for households with possible Covid-19 infection). <input type="checkbox"/> If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance, which sets out that they must self-isolate for at least 10 days and should arrange to have a test. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. | <p>All staff and parents made aware by issuing staff and parent guidelines with copies held on the school website and also in the Departments Drive.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>Staff to inform Julie Ingham or Ian Thompson if they or a pupil has any symptoms of Covid-19 whilst in school.</p> <p>All staff to follow current absence procedure if calling an absence before school opens by contacting the</p> | Low |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> If someone in a child or staff member's support bubble is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the NHS Test and Trace programme, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate. <input type="checkbox"/> If a child is awaiting collection, they will be moved, if possible, to the Medical Room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. <input type="checkbox"/> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else. <input type="checkbox"/> If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) <input type="checkbox"/> In an emergency, call 999 if someone is seriously ill, injured or their life is at risk. | <p>absence line on 01228 404761 by 7am, clearing stating what their ailments are.</p> <p>Parents to follow current absence procedure if calling an absence before school opens by contacting the absence line on 01228 404769, clearing stating reason for absence.</p> <p>The Local Authority Public Health Team has produced specific guidance and advice on what to do if someone becomes ill https://content.govdelivery.com/accounts/UKCCC/bulletins/282a40b.</p> | |

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| | | | | <input type="checkbox"/> Anyone who has helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. <input type="checkbox"/> Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to COVID-19: cleaning of non-healthcare settings outside the home guidance . <input type="checkbox"/> If a child starts displaying coronavirus symptoms while at school they must be collected by a member of their family or household. | <p>Fluid-resistant surgical face masks are available for staff with PPE stations in all classrooms, offices and the medical room. PPE will also be with first aid kits (PE, Student Services, Reception and Design and Technology)_</p> <p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> | |
| Poor response to an infection | Infection spread leading to serious respiratory illness, death | All building users, including visitors/parents, contractors/maintenance personnel | High | <input type="checkbox"/> We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> - book a test if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit; - provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace/Public Health; - self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or if anyone in their household develops symptoms of coronavirus (COVID-19). | <p>If any individual with symptoms is believed to have contracted the COVID-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation. The schools H&S Team will report this in.</p> <p>The school's H&S team will contact the Cumbria Covid-19 Call Centre (0800 783 1968) should we have a suspected case of coronavirus in school. This applies to both staff and pupils. Do NOT give this Tel No. to parents.</p> <p>The Food Standards Agency's Fitness to work guidance for staff who handle</p> | Low |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed. <input type="checkbox"/> We have introduced a recording system for visitors who attend the school which also supports the local Public Health test and trace system. <input type="checkbox"/> By the autumn term, all schools should be provided with a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested. <input type="checkbox"/> We will ask parents and staff to inform us immediately of the results of a test: <ul style="list-style-type: none"> - if a child or member of staff tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating although it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. - if a child or member of staff tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste (a cough or anosmia can last for several weeks once the infection has gone). The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. | <p>food products provides advice on managing sickness in a food business.</p> <p>Refer to Maintaining records of staff, customers and visitors to support NHS Test and Trace</p> <p>If any individual with symptoms is believed to have contracted the COVID-19 virus ‘whilst at work’, the relevant information must be reported to the HSE under RIDDOR legislation. In the sad event of the death of a worker in children’s services from coronavirus (COVID-19) follow: Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children’s services</p> | |

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| | | | | <ul style="list-style-type: none"> - If a child or member of staff is not experiencing symptoms but has tested positive for COVID-19, they must self-isolate for at least 10 days, starting from the day the test was taken. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day symptoms developed. Others in the household must self-isolate for 14 days from the date of the positive test. <input type="checkbox"/> At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 14 days. <input type="checkbox"/> If a further child who is self-isolating develops symptoms, they should be tested for COVID-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 14 days from the onset of the symptoms. If the result is negative, the second child will continue with their 14 day isolation period as a result of being in contact with the first child. For further information see page 5 (1st bullet point). | | |
| There is a confirmed case of coronavirus amongst the school community | Infection spread leading to serious respiratory illness, death | All building users, including visitors/ parents, contractors/ maintenance personnel | High | <ul style="list-style-type: none"> <input type="checkbox"/> We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. <input type="checkbox"/> The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. <input type="checkbox"/> The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means: | | Low |

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| | | | | <ul style="list-style-type: none"> - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin); - proximity contacts - extended close contact (within 1 to 2m for more than 15 minutes) with an infected individual; - travelling in a small vehicle, like a car, with an infected person. <p><input type="checkbox"/> The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p><input type="checkbox"/> A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health.</p> <p><input type="checkbox"/> Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> - if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. - if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation | <p>Both pupil and staff privacy notices are up to date, have been issued to staff and parents and are on the school website.</p> | |

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| | | | | <p>ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <p><input type="checkbox"/> We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> | | |
| Poor containment of an outbreak by not following local health protection team advice | Infection spread leading to serious respiratory illness, death | All building users, visitors/ parents, contractors/ maintenance personnel | High | <p><input type="checkbox"/> If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.</p> <p><input type="checkbox"/> In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams.</p> <p><input type="checkbox"/> In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> | <p>Staff and pupils instructed to wash their hands upon entry into school, returning from breaks, when they change rooms, before and after eating and when they have been to the toilet.</p> <p>Sufficient hand washing or hand sanitising stations will be available around the school.</p> <p>All toilet breaks should be at break times only. Staff members will be supervising toilet access at break times and throughout the day. Students will have allocated times to use the bathroom.</p> <p>Classrooms, toilets and social areas will be cleaned and sanitised throughout the day.</p> <p>Sufficient waste bins close to the wash stations will be provided and emptied regularly by designated staff.</p> <p>Cleaning will be carried out in accordance with the current guidance COVID-19 Cleaning in non-healthcare settings</p> | Low/ Medium |

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| | | | | | <p>Enhanced cleaning schedules will be shared and implemented including more frequent cleaning of rooms/shared areas, frequently touched surfaces.</p> <p><u>Premises</u></p> <p>Catch it, kill it, bin it posters will be displayed around school alongside distance reminder posters. Annual School Premises H&S inspection checklist will be carried out prior to opening.</p> <p><u>Cleaning</u></p> <p>The classrooms will be cleaned at the end of each day in line with Government guidance. The bins will be emptied, and desks in both classrooms and offices will be sprayed using disinfectant spray throughout the day. Handles will be wiped regularly.</p> <p>The site manager will inform the cleaning team at the start of the relevant shift of any known potential contamination from someone recently tested positive for Covid19 or where someone displaying symptoms and sent home to self-isolate while they await a test.</p> <p>These areas will require a deep clean and more stringent treatment of items used during the cleaning process.</p> | |

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| Clinically vulnerable or extremely clinically vulnerable persons returning to school | Serious respiratory illness, death | Clinically vulnerable & extremely clinically vulnerable staff and pupils | High | <p>Pupils who are shielding or self-isolating</p> <p>There will be far fewer children advised to shield and majority of pupils will be able to return to school. However:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A small number of pupils will still be unable to attend in line with public health advice as they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19); <input type="checkbox"/> If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below); <input type="checkbox"/> Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). <input type="checkbox"/> Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will look to offer them access to remote education and we will monitor engagement with this activity. <p>Immunisation</p> <ul style="list-style-type: none"> <input type="checkbox"/> As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. <p>School workforce</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shielding measures were paused from 01/08/20, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to school and we expect that staff who need to will attend school. <input type="checkbox"/> Employers have now been given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, | <p>Shielding advice for all adults and children will pause on 01/08/20, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Refer to RCPCH COVID-19 - 'shielding' guidance for children and young people</p> <p>More advice is available from the Royal College of Paediatrics and Child Health</p> <p>Where children do not attend school as parents are following clinical &/or public health advice (self-isolating, quarantine or the clinically extremely vulnerable during a future local lockdown), absence will not be penalised (record as Code 'X') – see Recording attendance in relation to Covid-19.</p> <p>Refer to current advice on shielding. Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems</p> | |

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| | | | | <p>may be conducive to home working, and school leaders will consider what is feasible and appropriate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to schools. <input type="checkbox"/> We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place and carry out a specific Individual Risk Assessment with them. <p>Staff who are extremely clinically vulnerable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Those who are clinically extremely vulnerable can return to school in September 2020 provided we implement the system of controls outlined in Full Re-Opening: Schools and this Risk Assessment. <input type="checkbox"/> In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population (see below), taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace. <input type="checkbox"/> People who live with those who are clinically extremely vulnerable can attend the workplace. <p>Staff who are clinically vulnerable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clinically vulnerable staff can return to school in September. While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission. <input type="checkbox"/> This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. | <p>Refer to template Risk Assessment for staff and students previously shielding or BAME on the KAHSC website</p> <p>Staff are to report any concerns in relation to health and wellbeing so that these can be discussed and support provided as relevant. The school will continue to follow its normal process in relation to managing work related stress and ill health procedures.</p> <p>Staff well-being will be monitored weekly by the H&S team.</p> <p>Refer to COVID-19: review of disparities in risks and outcomes report and Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</p> | |

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| | | | | <p><input type="checkbox"/> People who live with those who are clinically vulnerable can attend school.</p> <p>Staff who are pregnant</p> <p><input type="checkbox"/> Pregnant women are in the ‘clinically vulnerable’ category, and are advised to follow the above advice, which applies to all staff in schools.</p> <p><input type="checkbox"/> We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).</p> <p><input type="checkbox"/> The Royal College of Obstetrics and Gynaecology (RCOG) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it.</p> <p>Staff who may otherwise be at increased risk from coronavirus</p> <p>Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (COVID-19) can return to school in September as long as the system of controls set out in Full Re-Opening: Schools and this Risk Assessment are in place.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend school.</p> | | |
| Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus | Infection spread leading to serious respiratory illness, death | All building users, visitors/ parents, contractors/ maintenance personnel | High | <p><input type="checkbox"/> Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean.</p> <p><input type="checkbox"/> Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. We will ensure there are sufficient hand washing or hand sanitiser ‘stations’ available throughout school for staff and pupils and at the main entrance and dining hall entrance.</p> | <p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants. All classrooms, offices, work rooms, reception and pupil entrance will have hand sanitiser.</p> | |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> We will ensure supervision of hand sanitiser use given the risks around ingestion. Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. <input type="checkbox"/> Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. <input type="checkbox"/> Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers. <input type="checkbox"/> Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and pupils will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. <input type="checkbox"/> Different groups do not need to be allocated their own toilet blocks, but toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet. <input type="checkbox"/> The ‘catch it, bin it, kill it’ approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). ‘Catch it, bin it, kill it’ posters to be displayed in relevant areas. <input type="checkbox"/> Used tissues will be put in a bin immediately - all waste bins to be lined – preferably double-lined and will be emptied regularly <input type="checkbox"/> As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. <input type="checkbox"/> Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education. | <p>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</p> <p>Ensure stocks of disposable paper towels are available in all toilet areas instead of hand driers. Additional waste bins will be available and emptied throughout in toilet areas where paper towels can be disposed of safely.</p> <p>We will ensure there are enough tissues and bins available in school to support pupils and staff to follow this routine</p> <p>e-Bug has produced a series of helpful posters for display in appropriate locations:</p> <ul style="list-style-type: none"> - Horrid hands - Super sneezes - Hand hygiene - Respiratory hygiene - Microbe mania | |
| Inadequate personal protection & PPE & spread of Covid-19 virus | Infection spread leading to serious respiratory illness, death | All building users (particularly those staff performing | High | <ul style="list-style-type: none"> <input type="checkbox"/> We will review tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identify where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) and we used Covid-19: Personal | Ensure adequate bins and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks. All classrooms, offices and work | Low |

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| | | personal and intimate care) | | <p>Protective Equipment (PPE) to help us decide. Where PPE is required, staff will be trained in and must scrupulously follow the guidance how to put PPE on and take it off safely to reduce cross and self-contamination</p> <ul style="list-style-type: none"> <input type="checkbox"/> Removal, cleaning and disposal – as in the cleaning section above. <input type="checkbox"/> Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of COVID-19 they must not attend the school and stay at home. <input type="checkbox"/> When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this. <input type="checkbox"/> For further information on the use of PPE for supervising a child who has become unwell see section on ‘Contact with individuals who are unwell’ - page 2 above. <input type="checkbox"/> Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the PHE guidance personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is: <ul style="list-style-type: none"> <input type="checkbox"/> a FFP2/3 respirator (which must be fit-tested) <input type="checkbox"/> gloves <input type="checkbox"/> a long-sleeved fluid repellent gown <input type="checkbox"/> eye protection <input type="checkbox"/> If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE. <input type="checkbox"/> Public Health England does not currently recommend the use of face coverings in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently | <p>rooms will have a PPE station which will include: Disposable gloves Tissues Aprons Face mask Hand sanitiser</p> <p>Signage as appropriate.</p> <p>WE CURRENTLY HAVE NO CHILDREN WHO REQUIRE ASSISTANCE WITH INTIMATE CARE BUT IF THIS SITUATION CHANGES THE CONTROL MEASURES INDICATED WILL BE PUT IN PLACE IMMEDIATELY</p> <p>Refer to HSE Face Fit Testing Guidance</p> <p>For educational visits, visit leaders must be aware of the premises where it is mandatory to wear face coverings. This must be included in the ‘All visits risk assessment’.</p> | |

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| | | | | <p>increase the risk of transmission. There may also be negative effects on communication and thus education.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In line with Coronavirus Covid-19 safer travel guidance for passengers it is mandatory to wear a face covering if you need to use public transport or when attending a hospital as a visitor or outpatient. Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly. It is important to use face coverings properly (Face coverings: when to wear one and how to make your own) and wash your hands before putting them on and after taking them off. <input type="checkbox"/> Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible. <input type="checkbox"/> Children under the age of 3 should not wear face coverings. | | |
| Failure to adequately identify vulnerable pupils/safeguarding | Vulnerable pupils do not receive appropriate support and protection | All pupils classed as vulnerable either by DfE guidance, LA or school | High | <ul style="list-style-type: none"> <input type="checkbox"/> We will continue to have regard to statutory guidance Keeping Children Safe in Education (from September 2020). <input type="checkbox"/> We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils. <input type="checkbox"/> We will identify all those pupils whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include pupils on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers. <input type="checkbox"/> We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. <input type="checkbox"/> The DSL (and deputies) will prioritise more time with more time, especially in the first few weeks of term, to help provide support to staff and pupils regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. | Refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance . Refer to the model ' Covid-19 Addendum to the Child Protection Policy ' on the KAHSC website. | Low |

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| | | | | <input type="checkbox"/> Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. | | |
| Inappropriate arrangements for opening the school to pupil groups | Infection spread leading to serious respiratory illness, death | All building users | High | <p>Minimise contact between individuals and maintain social distancing wherever possible</p> <input type="checkbox"/> Reduce the number of contacts between pupils and staff. <input type="checkbox"/> Maintain distinct groups or ‘bubbles’ that do not mix with other bubbles. <input type="checkbox"/> Pupils will be supported to maintain distance and not touch staff where possible. <input type="checkbox"/> In secondary schools, and certainly in the older age groups at KS 4 and 5, groups will be in the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. <input type="checkbox"/> All Pupils will be encouraged to keep their distance within year bubbles. <input type="checkbox"/> We will keep pupils in their tutor groups but will also need to allow mixing into wider groups to allow wider groups for specialist teaching. <input type="checkbox"/> All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. <input type="checkbox"/> We will look to maximise the use of our site and any associated available space. | <p>Individuals displaying symptoms of COVID-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection)</p> <p>Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable. Schools should consider providing virtual tours for prospective parents and carers wishing to visit the setting for September admissions. Induction checklist or code of conduct to be updated in line with COVID-19 risk assessment and information for parents displayed on the school website. The GOV.UK: Staying Covid-19 Secure Poster to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.</p> <p>Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.</p> | Low/ Medium |
| | | | | <p>Measures within the classroom</p> <input type="checkbox"/> Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from pupils, although this will not always be possible with younger children. <input type="checkbox"/> Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal. | | |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Pupils will be supported to maintain distance and not touch staff and their peers where possible. This will may not be possible for some children with complex needs. <input type="checkbox"/> We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space. <input type="checkbox"/> Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular). <input type="checkbox"/> Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes. <input type="checkbox"/> Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use unless it can be guaranteed that the drinking station will be appropriately sanitised between each cohort use. Staff may fill their bottles from the staff room tap or from the water cooler available at reception or in the meeting room (observing social distancing) and must clean areas touched after each use. <input type="checkbox"/> We will ensure all items that are laundered within the school, e.g. towels, PE kit are washed in line with guidance on Cleaning in non-healthcare settings outside the home and that these items are not shared by children between washes. <input type="checkbox"/> Dressing up clothing and other fabric items can be used if used intermittently – every 3 days – to reduce the risk of cross contamination or reserved for one class/group. <input type="checkbox"/> Where possible (weather permitting) pupils will make use of outdoor spaces <input type="checkbox"/> IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. Either ask pupils to bring in their own headphones/earphones. | <p>Water fountains for pupil use will be temporarily taken out of use.</p> | |

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| | | | | <p><input type="checkbox"/> Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles.</p> <p>Measures for break and lunchtimes</p> <p><input type="checkbox"/> We will stagger pupil break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups must take place.</p> <p><input type="checkbox"/> Separate dining areas will be assigned for each bubble.</p> <p><input type="checkbox"/> Outside areas will be allocated to different bubbles to avoid mixing between groups.</p> <p><input type="checkbox"/> Shared staff spaces will be set up to help staff to distance from each other. Use of staff work rooms will be minimised, although staff must still have a break of a reasonable length during the day.</p> <p><input type="checkbox"/> Use safe outdoor areas for staff breaks.</p> <p><input type="checkbox"/> Reconfigure seating and tables in staff workrooms to maintain spacing and reduce face-to-face interactions.</p> <p><input type="checkbox"/> Encourage staff to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site & to wear face coverings in enclosed public spaces.</p> <p><input type="checkbox"/> For 'catering activities and school meal provision, refer to the separate model COVID-19: Risk assessment for School Catering Operations on the KAHSC website.</p> <p>Measures elsewhere</p> <p><input type="checkbox"/> Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p><input type="checkbox"/> There may be an additional risk of infection, and we should avoid singing, chanting, playing wind or brass instruments.</p> <p><input type="checkbox"/> When moving around the school, pupils passing briefly in the corridor or yard is low risk but they should stick to single file, keep left, keep 1M apart.</p> <p><input type="checkbox"/> Where there are multiple stairways signed with keep to the left, single file and keep 1M apart.</p> <p><input type="checkbox"/> Lockers will be used by the same person and will not be shared.</p> <p><input type="checkbox"/> Reception - an area will be marked over which any visitors/pupils and staff will be informed not to cross.</p> | | |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Student Services - an area will be marked over which any pupils/staff will be informed not to cross. <input type="checkbox"/> Maintain social distancing between people who work in one place such as office or reception staff. <input type="checkbox"/> Desks/workstations should allow staff to maintain social distancing wherever possible. <input type="checkbox"/> If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission: <ul style="list-style-type: none"> - review layouts and processes to allow staff to work further apart from each other; - only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face; - workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation; - avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment. <input type="checkbox"/> Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc. <input type="checkbox"/> Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use by the staff member who has used the copier <input type="checkbox"/> Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school. <input type="checkbox"/> Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation. | <p>This has formed part of the staff guidance.</p> <p>Workstations will not be facing each other; they will either be side by side or back to back.</p> <p>There should be no more than 2 people in a staff work room at a time.</p> | |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting). <input type="checkbox"/> Try to use stairs in preference to lifts. Where lifts must be used (including platform lifts), we will lower their capacity to reduce congestion and contact at all times, and regularly clean touchpoints, such as doors and buttons. <input type="checkbox"/> Where staff are required to sign in/out, they will use their own fob <input type="checkbox"/> Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries. <input type="checkbox"/> Implement cleaning procedures for goods and merchandise entering the site. <input type="checkbox"/> Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical. <input type="checkbox"/> Restrict non-business deliveries, e.g. personal deliveries to workers. <input type="checkbox"/> Revise pick-up and drop-off collection points, procedures, signage and markings. <input type="checkbox"/> Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents. <input type="checkbox"/> Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult. Measures for arriving at and leaving school <input type="checkbox"/> Under no circumstances must anyone displaying symptoms of COVID-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. All parents will be asked to confirm this when dropping off their child. | <p>Office staff will be encouraged to have their own stationary and not to share with others. If sharing is required, anti-viral wipes will be provided on their PPE station to enable them to wipe the stationary before someone else uses it.</p> <p>Reprographics room – 2 members at a time allowed in the reprographics room, anti-viral wipes will be provided to wipe the screen before and after using the touch screen with a lidded foot peddle bin to dispose of wipes.</p> <p>Lift will only be used if necessary by requesting a key from Reception. 1 person at a time due to size.</p> <p>This also forms part of the daytime cleaning and staff guidance notes.</p> <p>Hand sanitiser is provided in every classroom, office and work room.</p> | |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> We will encourage parents and pupils to walk or cycle to school where possible. <input type="checkbox"/> Arrival and finish times will be at normal school times, staff will be supervising to keep distances and to make sure hand sanitising is done on arrival and depart <input type="checkbox"/> Parents will be advised that only one parent should bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use. <input type="checkbox"/> Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school. <input type="checkbox"/> Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed. <input type="checkbox"/> Once pupils have arrived, they will be grouped into their bubbles. <input type="checkbox"/> Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of COVID-19 in which case it will be disposed of in accordance with the guidance on cleaning for non-healthcare settings outside of the home. Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. Refer to safe working in education, childcare and children’s social care <p>Transport</p> <p><u>Wider public transport</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The use of public transport should only be used where there is no alternative. | <p>The DfE will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.</p> | |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> We will encourage parents, staff and pupils to walk or cycle to school if at all possible. Refer to Coronavirus (COVID-19): safer travel guidance for passengers <input type="checkbox"/> Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. <input type="checkbox"/> Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble). <input type="checkbox"/> We will give a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <p>Other considerations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCo's will plan to meet these needs <input type="checkbox"/> Supply teachers, peripatetic teachers should ensure they maintain distance from other staff. <input type="checkbox"/> For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. <input type="checkbox"/> Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. <input type="checkbox"/> Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. <input type="checkbox"/> Pupils should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery, sun protection and mobile phones. Bags are allowed. <input type="checkbox"/> Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources. | <p>If this is not possible, doors should be opened for the pupils to freely enter the school minimising contact points until they reach their 'base'.</p> <p>Refer to safe working in education, childcare and children's social care</p> <p>Refer to: GOV UK Transport to school and other places of education: autumn term 2020 - Guidance for Local Authorities and Schools</p> <p>Doors will be opened for the pupils to freely enter the school minimising contact points until they reach their 'base'.</p> | |

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| | | | | <p>Cleaning throughout the day</p> <p>Cleaning throughout the day – non-healthcare settings where no-one has symptoms of, or confirmed COVID-19</p> <p><i>Cleaning and disinfection</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal. <input type="checkbox"/> Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas. <input type="checkbox"/> Schedule frequent cleaning of resources (e.g. books, toys) shared within groups. <input type="checkbox"/> Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups. <input type="checkbox"/> Reduce clutter with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces. <input type="checkbox"/> Reduce the number or eliminate soft toys which are more difficult to clean. <input type="checkbox"/> Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. <input type="checkbox"/> As a minimum, frequently touched surfaces should be wiped down at the beginning and at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens. <input type="checkbox"/> When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used. <input type="checkbox"/> Regularly check stocks of cleaning supplies and purchase additional supplies as necessary. | <p>For further information on pupils with SEND and EHCP plans, refer to Annex B of Full Re-Opening: Schools.</p> <p>Refer to COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</p> <p>Cleaning schedule has been implemented and cleaning logs will be put in each bathroom area.</p> <p>Frequent cleaning of resources will form part of the afternoon clean unless instructed otherwise.</p> <p>Resources will not be shared outside of year bubbles without being sanitised first.</p> <p>Do not rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less frequently than usual or may not be</p> | |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use. <input type="checkbox"/> Avoid creating splashes and spray when cleaning. <input type="checkbox"/> Ensure disposable tissues are available in each room for both staff and pupils. <input type="checkbox"/> For 'cleaning staff/activities and cleaning after an individual with symptoms of or confirmed COVID-19 has left the setting/area', refer to the separate KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment. <p>Laundry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Items should be washed in accordance with the manufacturer's instructions. <input type="checkbox"/> There is no additional washing requirement above what would normally be carried out. <p>Kitchens and communal canteens</p> <ul style="list-style-type: none"> <input type="checkbox"/> It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. <input type="checkbox"/> Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. <input type="checkbox"/> Food business operators should continue to follow the Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes and preventative practices (pre-requisite programmes (PRPs)). <input type="checkbox"/> For 'catering activities and school meal provision, refer to the separate model COVID-19: Risk assessment for School Catering Operations on the KAHSC website. <p>Bathrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clean frequently touched surfaces regularly. <input type="checkbox"/> Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers. <input type="checkbox"/> Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions. <p>Waste</p> | <p>rostered during the school day - clean and wipe as you go as described.</p> <p>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply.</p> <p>Additional supplies of bin liners will be required. Additional bins (lidded and foot operated where possible) may be required in toilet areas for the disposal of paper towels where currently hand dryers are used. Settings such as special schools that generate clinical waste will continue to follow their usual waste policies.</p> | |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19 (refer to the separate KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment). <input type="checkbox"/> Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do NOT use recycling bins. All bins will be lidded and foot operated where possible. <p>School uniform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. <input type="checkbox"/> We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. <p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> All pupils – particularly disadvantaged, SEND and vulnerable pupils will be given the catch-up support needed to make substantial progress by the end of the academic year. <input type="checkbox"/> We will aim to meet the government's key expectations if considering revisions to our school curriculum for academic year 2020 to 2021 and teach an ambitious and broad curriculum in all subjects from the start of the autumn term making use of existing flexibilities to create time to cover the most important missed content – refer to Section 3 of Actions for schools during the coronavirus outbreak from the start of the autumn term. <input type="checkbox"/> Particular consideration will be given to the learning needs and objectives of children with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood. <input type="checkbox"/> We will develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We will plan to ensure any pupils educated at home for some of the time are given the support they need to | <p>Refer to Coronavirus (Covid-19): Disposing of waste</p> | |

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| | | | | <p>master the curriculum and so make good progress. Refer to Remote education during Coronavirus (Covid-19).</p> <p><input type="checkbox"/> In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school.</p> <p><i>Physical Education, School Sport and Physical Activity (PESSPA)</i></p> <p><input type="checkbox"/> We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although contact sports should not take place.</p> <p><input type="checkbox"/> Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p><input type="checkbox"/> Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <p><input type="checkbox"/> We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures.</p> <p><input type="checkbox"/> Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p> <p><i>Science and D&T</i></p> <p>- For guidance regarding Science and D&T in relation to returning to school and running practical activities, we will refer to the relevant CLEAPSS Guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.</p> | <p>The Government are encouraging all schools to return to their usual uniform policies in the autumn term.</p> <p>Refer to Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (also relevant for parents and carers).</p> <p>Refer also to Resources to support schools in delivering remote education, Get help with technology for remote education during coronavirus (Covid-19) and Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19) and the Section below on Contingency Planning</p> <p>Refer to:</p> <ul style="list-style-type: none"> • Guidance on the phased return of sport and recreation • Sport England for grassroots sport • Youth Sport Trust • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and 'frequently asked questions' for PE staff. <p>A schedule for cleaning the PE changing rooms has been compiled and with some PE teaching being classroom based. This will be</p> | |

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| | | | | | <p>reviewed weekly as part of the H&S Review of RAs.</p> <p>Secondary Science (CLEAPSS): GL336, GL338, GL339, GL343, GL345, GL352 & GL353</p> <p>Secondary D&T (CLEAPSS): GL344, GL360, GL356, GL355, GL347, GL348 & GL354</p> | |
| Inadequate contingency plans for outbreaks and local lockdown | Inadequate planning in place for remaining open for vulnerable children/children of critical workers and for providing remote education to those students at home | All staff and students | High | <p>While the aim is to have all pupils back at school in the autumn, we will also need to plan for the possibility of a local lockdown and how we will ensure continuity of education.</p> <ul style="list-style-type: none"> <input type="checkbox"/> For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19 – refer to Section under ‘Curriculum’ above on remote education support. <input type="checkbox"/> A local lockdown may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils – plans must be developed to ensure these can be staffed and managed. <input type="checkbox"/> Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will ensure we have the capacity to offer immediate remote education. <input type="checkbox"/> Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections and schools are advised to temporarily close (local lockdown). This must enable us to: <ul style="list-style-type: none"> - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations; - give access to high quality remote education resources; - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use; | Refer to Local lockdowns: guidance for education and childcare settings | Medium |

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| | | | | <ul style="list-style-type: none"> - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access; - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p><input type="checkbox"/> When teaching pupils remotely, we will:</p> <ul style="list-style-type: none"> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects; - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject; - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos; - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work; - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding; - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. <p><input type="checkbox"/> We will consider the above in</p> <p><input checked="" type="checkbox"/> relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities.</p> | <p>Refer to Remote education during Coronavirus (Covid-19), Resources to support schools in delivering remote education, Get help with technology for remote education during coronavirus (Covid-19) and Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)</p> | |
| Poor or inappropriate behaviour and attendance | Infection spread leading to serious | All building users | High | <p>Behaviour</p> <p><input type="checkbox"/> Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently</p> | <p>SLT will be there for on calls for back up if required. If any child does not follow the Covid19 behaviour and</p> | Medium |

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| | respiratory illness, death | | | <p>to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system. <input type="checkbox"/> It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. <input type="checkbox"/> Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some pupils, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils. <input type="checkbox"/> The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. <input type="checkbox"/> Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. | <p>hygiene rules they will not be allowed to remain in school. The safety of staff and other pupils is paramount and any disrespectful action of a child that consequently puts another person in danger will NOT be tolerated in any form.</p> | |

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| | | | | <p>Attendance</p> <p><input type="checkbox"/> School attendance will be mandatory again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; - schools' responsibilities to record attendance and follow up absence; - the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct. | | |
| Inadequate arrangements in place for managing off-site visits | Infection spread leading to serious respiratory illness, death | Staff and pupils on school trips | High | <p><input type="checkbox"/> The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</p> <p><input type="checkbox"/> In the autumn term, we can resume non-overnight domestic educational visits including any trips for pupils with SEND connected with their preparation for adulthood (e.g. workplace visits, travel training etc.). This will be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</p> | <p>Refer to health and safety guidance on educational visits when considering visits.</p> <p>As normal, we will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues.</p> | Low |
| Inadequate staffing ratios, staff availability and recruitment | Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision | Staff and pupils | | <p>Ratios and Qualifications</p> <p><input type="checkbox"/> We have contingency plans in place should staff be absent as a result of COVID-19. Our possible approaches to managing a shortfall in staffing include:</p> <p><input type="checkbox"/> We will ensure that appropriate support is made available for pupils with SEND, e.g. by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p><input type="checkbox"/> Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a</p> | | Medium |

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| | | | | <p>qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We can continue to engage supply teachers and other supply staff during this period. <input type="checkbox"/> Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. <input type="checkbox"/> We will consider hosting ITT trainees. <input type="checkbox"/> Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles. <input type="checkbox"/> Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible. <ul style="list-style-type: none"> <input type="checkbox"/> Key telephone numbers of all available DSL's/deputies to be displayed in school. <input type="checkbox"/> Ensure the contact details of the <u>Safeguarding Hub/Early Help Team/LADO</u> are available to all staff on duty. <input type="checkbox"/> Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, pupils to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc. | <p>Refer to making the best use of teaching assistants.</p> <p>Refer to COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</p> <p>Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if they are working from home. Alternatively, arrangements may be made with an alternative school to use the expertise of their DSL. Further advice can be found in 'Safeguarding in schools'</p> <p>PPE to be worn.</p> | |

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| | | | | <p>Staff taking leave (those returning from abroad)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (or pupils) returning from holidays/work abroad must follow current Government guidance and quarantine for 14 days on their return from certain countries. <input type="checkbox"/> As would usually be the case, most staff will need to be available to work in school during term time. There is a risk that where staff have travelled abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to Covid-19, such as the potential for reinstatement of lockdown measures in the place they are visiting. <input type="checkbox"/> Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home. <p>Recruitment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees. <input type="checkbox"/> We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. <input type="checkbox"/> From the start of the autumn term checks will revert to being carried out in person. | <p>The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK and Travel Corridors</p> <p>Refer to experience of implementing interviews remotely and how to prepare for remote interviews</p> | |
| Visiting children in their own homes and contact with COVID-19 virus | Infection spread leading to serious respiratory illness, death | Staff | High | <ul style="list-style-type: none"> <input type="checkbox"/> Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children’s social care settings, including the use of PPE. | Refer to model Covid-19 Home Visits Risk Assessment on the KAHSC website | Medium /Low |
| Visitors & spread of Covid-19 virus | Infection spread leading to serious | All building users, visitors/ | High | <ul style="list-style-type: none"> <input type="checkbox"/> Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only. | | |

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| | respiratory illness, death | parents, contractors/maintenance personnel | | <ul style="list-style-type: none"> <input type="checkbox"/> In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in the school, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be maintained. <input type="checkbox"/> We will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. <input type="checkbox"/> Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements are followed (including in an emergency situation where access is required urgently to undertake maintenance/repair). <input type="checkbox"/> A record must be kept of all visitors/contractors. Touch screen is used which records name, company and telephone number, anti-viral wipes must be available along with a bin for disposal. <input type="checkbox"/> Site guidance on physical distancing and hygiene should be documented & explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above). <input type="checkbox"/> Where possible, limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with. | <p>Undertake effective liaison with contractors BEFORE they attend site – ask contractors to provide key information in relation to how they are managing infection control (risk assessments) and any control measures we have in place which we expect them to follow will be shared with them either in advance or on immediate arrival. Contractors should be working to Construction Leadership Council - Site-Operating-Procedures</p> | |

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| Lack of wellbeing management for pupils | Mental ill health | All pupils | High | <input type="checkbox"/> School staff will need to consider how to support: <ul style="list-style-type: none"> - individual children who have found the long period at home hard to manage; - those who have developed anxieties related to the virus; - those about whom there are safeguarding concerns; - those who may make safeguarding disclosures once they are back in schools; - children from black, asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting COVID-19. They may have additional or heightened worries about returning to school; - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. <input type="checkbox"/> We consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> - support the rebuilding of friendships and social engagement; - address and equip pupils to respond to issues linked to coronavirus (COVID-19); - support pupils with approaches to improving their physical and mental wellbeing. <input type="checkbox"/> We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. <input type="checkbox"/> We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. <input type="checkbox"/> We will consider how we are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as | <p>Refer to DfE - Supporting pupil and student mental wellbeing, teaching about mental wellbeing and the DfE/PHE/NHS YouTube webinar.</p> <p>Refer to BAMEd Network guidance and template Risk Assessment for staff and students previously shielding or BAME on the KAHSC website for assistance in completing an individual risk assessment before affected pupils return to school.</p> <p>Refer to MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement and the MindEd coronavirus (COVID-19) staff resilience hub which provides advice and tips for frontline staff.</p> <p>Refer to BAMEd Network guidance for assistance in completing an individual risk assessment before affected pupils return to school.</p> | |

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| | | | | <p>pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:</p> <ul style="list-style-type: none"> - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; - support for pupils with additional and complex health needs; - supporting vulnerable children and keeping children safe. <p><input type="checkbox"/> We will work together with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p> <p><input type="checkbox"/> Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other.</p> <p><input type="checkbox"/> If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p> <p><input type="checkbox"/> If safeguarding issues come to light they will be addressed using the school’s Child Protection policy, which may need to be updated in light of full re-opening. As a school we will keep a check in case there is an increase in referrals.</p> | | |
| Lack of wellbeing management for staff | Mental ill health | All staff | High | <p><input type="checkbox"/> Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</p> <p><input type="checkbox"/> Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be</p> | <p>Refer to extra mental health support for pupils and teachers.</p> <p>Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected staff return to work.</p> | Low |

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| | | | | <p>at increased risk of severe ill-health should they contract COVID-19.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary. <input type="checkbox"/> We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals. <input type="checkbox"/> We will monitor the wellbeing of people who are working from home, who are shielding and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. <input type="checkbox"/> We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling). | <p>Refer to the DfE workload reduction toolkit and case studies to support remote education</p> <p>Refer to template Risk Assessment for staff and students previously shielding or BAME on the KAHSC website</p> <p>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> | |
| Inadequate communications with and training of staff | Staff do not understand safety procedures | All staff | High | <p>Returning to work</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will ensure all staff understand coronavirus related safety procedures. <input type="checkbox"/> We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. <input type="checkbox"/> We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements. | | Low |

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| | | | | <input type="checkbox"/> We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work. Ongoing communications <input type="checkbox"/> We will ensure all staff are kept up to date with how safety measures are being implemented or updated. <input type="checkbox"/> We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. <input type="checkbox"/> We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). <input type="checkbox"/> We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments. <input type="checkbox"/> We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications. | | |

PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING

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|----------------------|--|---|-------------|--|--|---------------|
| Fire and emergencies | Inability to operate emergency systems or procedures | All building users, contractors/maintenance personnel | High | <ul style="list-style-type: none"> <input type="checkbox"/> In preparing for reoccupation, review the fire risk assessment and the fire management arrangements contained within it. Not only should this review consider any changes to fire safety systems and equipment (see 'Maintenance' below), but also issues such as adequate provision of fire wardens and the suitability of Personal Emergency Evacuation Plans (PEEPS) – especially if working hours are elongated and/or previous role holders are no longer available to continue. <input type="checkbox"/> Consider whether assembly points need to be reviewed (or more points created to allow for social distancing) – how will the person in charge at each assembly point communicate with the others? How will pupils line up – is marking required? You may also need to make adjustments to your fire drill and practise it in the first week when pupils return. <input type="checkbox"/> We will consider the layout of muster points and whether the schools existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles. <input type="checkbox"/> Review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. Review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons. <input type="checkbox"/> Where necessary, staff to undergo induction in the fire and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary. <input type="checkbox"/> Review site staff cover to ensure the site is safe – including the operation of intruder and fire alarms. <input type="checkbox"/> Ensure staff are familiarised with key emergency/ management information – e.g. security / access procedures, emergency and fire risk etc. | <p>Refer to advice on Fire safety in new and existing school buildings</p> <p>Fire procedures will be updated and communicated to staff. Fire drills are planned from 3 September onwards, staff will be made aware and these will happen in year bubbles with the main aim being for staff and pupils to know where to go in a new school building whilst keeping to the social distancing rules.</p> <p>First aid policy will be reviewed and communicated to staff.</p> | Low |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Clarify means of summoning emergency assistance, particularly when operating social distancing. <input type="checkbox"/> Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc. <input type="checkbox"/> Access to essential contractors / statutory inspections will need to be considered and managed. <input type="checkbox"/> Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior member of staff and that details of emergency contacts for utilities are readily available. <input type="checkbox"/> Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread will need to be introduced. The risk of a fire starting is probably lower than the risk of infection spread. <input type="checkbox"/> If fire doors are held open, alter your documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors are closed if the fire alarm sounds or fire is discovered. <input type="checkbox"/> Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating. <input type="checkbox"/> Use wedges to hold open doors – these can be easily kicked out should there be an emergency situation. Only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times. <input type="checkbox"/> At the end of each day, ALL fire doors must be closed. Wipe down contact points with a proprietary cleaning product ready for the next day. <input type="checkbox"/> We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the COVID-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only | <p>Site staff briefed as part of handover of new school.</p> <p>Make available the codes on and off site and ensure all know how to access should it be required.</p> <p>Ensure key staff know gas, water & electric cut-off points and how to operate them.</p> <p>Review fire doors appropriate to setting.</p> <p>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p> | |

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| | | | | permissible where to close all the windows would result in increased risk to staff and pupils. | | |
| Lack of building/ property maintenance – preparing to re-open | Faulty equipment services leading to injury or death | All building users, contractors/ maintenance personnel | High | <p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</p> <p>Health & Safety Inspections</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, undertake a health and safety check of the buildings, grounds and equipment concerned. <input type="checkbox"/> All routine in-house monitoring, testing and inspection to commence / continue as normal. <p>Fire Safety Systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> In terms of reoccupation, all relevant fire safety equipment and systems must be tested before employees and others are allowed back on site. This would typically include: <ul style="list-style-type: none"> - 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); - 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; - checking that automatic fire dampers, smoke venting and smoke extraction systems are operational. <p>Water management – control of Legionella bacteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Water systems | <p>Refer to DfE Managing school premises during the coronavirus outbreak and the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown</p> <p>Refer to Managing school premises during the coronavirus outbreak and HSE: Legionella Risks during the Coronavirus Outbreak</p> | Low |

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| | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Natural ventilation via windows or vents should be used as far as possible and where available occupied room windows (particularly classrooms) should be open. <input type="checkbox"/> Where centralised or local mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. See HSE guidance HSG53: Respiratory protective equipment at work. <input type="checkbox"/> Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation. <input type="checkbox"/> Ventilation in chemical stores should be kept running as normal. <p>Restarting plant and equipment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes: <ul style="list-style-type: none"> - gas - heating - water supply - mechanical and electrical systems - catering equipment <input type="checkbox"/> Establish a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks. <p>Statutory inspections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and | | |

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| | | | | <p>testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19) they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 ensure it is going to be operated normally and safely. <p>Training and supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> In returning plant and equipment into full use, ensure that employees have retained adequate knowledge to use it safely. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown. <input type="checkbox"/> Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available. <p>Cleaning</p> <ul style="list-style-type: none"> <input type="checkbox"/> New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks: <ul style="list-style-type: none"> - on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers | | |

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| | | | | - where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working. | | |

| Further Action Required | Date Action Completed | Date RA Reviewed | Significant Changes Y/N | Shared with Staff Date or N/A |
|--|-----------------------|---|-------------------------|-------------------------------|
| <p>Settings should review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).</p> <p>This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or pupil, adapted as necessary, and:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19): implementing protective measures in education and childcare settings • Actions for schools during the coronavirus outbreak (Full Re-Opening: Schools) • Critical workers who can access schools or settings • Stay at home guidance for households with possible Covid-19 infection • Guidance on shielding & protecting extremely vulnerable persons from Covid-19 • COVID-19 - 'shielding' guidance for children and young people • Staying alert & social distancing • Meeting people from outside your-household - making a support bubble with another household • Staying safe outside your home • Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak • Coronavirus (Covid-19) Getting tested- Essential Workers • Providing free school meals during the coronavirus outbreak • COVID-19: cleaning of non-healthcare settings outside the home • Coronavirus Covid-19 safer travel guidance for passengers • Coronavirus Covid-19 Safer transport guidance for operators • Transport to school and other places of education: autumn term 2020 • Safe working in education, childcare and children's social care settings, including the use of PPE • HSE Face Fit Testing Guidance • Face coverings: when to wear one and how to make your own • Remote education during Coronavirus (Covid-19) • DfE Managing school premises during the coronavirus outbreak • HSE: Legionella Risks during the Coronavirus Outbreak • Planning for reopening to children and young people with SEND | 18 August 2020 | Will be reviewed weekly initially by H&S Team | | 20 August 2020 |

| Further Action Required | Date Action Completed | Date RA Reviewed | Significant Changes Y/N | Shared with Staff Date or N/A |
|--|-----------------------|------------------|-------------------------|-------------------------------|
| <ul style="list-style-type: none"> • Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context • Asthma UK COVID-19: Health advice for people with asthma • Local lockdowns: guidance for education and childcare settings in Leicester • Safe working in education, childcare and children’s social care settings, including the use of PPE • HSE Face Fit Testing Guidance • How to wear & make a cloth face covering | | | | |