

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 open safely.

It is important that we all understand that there is no expectation that all schools will open to all children or even those in the priority groups on 1 June, although there will need to be provision made for those children who are classed as vulnerable and the children of critical/key workers. It is possible that some children, depending on the space available, the availability of staff and other issues may only receive a short duration in school before the end of term, but whatever you decide to do with the support of your staff and Governors/Trust, it can only be your best in the early or any stage of the next few challenging weeks. The [Planning guide for primary schools](#) guide sets out options for schools if they are unable to cater for all of the vulnerable children, children of critical workers, nursery children, reception pupils, year 1s and year 6s with their available staff or in their available space.

In most cases the preparation for wider 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 more widely before pupils and staff return. All staff and Trade Union safety representatives should be consulted on the development of your risk assessment(s) and on completion, the findings/protective measures communicated to staff and any TU Representatives. Ensure all persons understand any safety measures and the safe ways to work together with timetable changes and operational precautions.

Key in all this will be for staff to be acutely aware of the signs and symptoms of COVID-19 either in themselves or among children. At the first sign, staff must immediately discuss their concerns with the Head teacher or other senior manager.

Clearly, we cannot expect very young children to socially distance at all times when they are in school and neither does the Government, but what you can do is encourage children (using your best endeavours – to coin a phrase) within a small cohort to sit or play slightly apart. The critical thing is to ensure that the cohorts of children do not mix at any time. Staff should endeavour to socially distance as much as possible, but it is unreasonable to expect that they will not have some direct contact with children. Personal hand hygiene is an absolute must here as is not touching their eyes, nose or mouth prior to proper hand washing.

It is important that staff in schools try over the next couple of weeks to reduce the amount of resources within the classrooms to be used, obviously not to the extent that you have a bare, sterile room, but unnecessary papers and equipment lying around makes the surfaces and that equipment very difficult to keep clean. Box them up and put them in a cupboard. Similarly, there are toilet areas, particularly the 'rarely used' disabled toilet in some settings which is used for storage. Such areas will be at a premium and should be cleared out, again to make them easier to clean.

I hope you find the risk assessment useful, although perhaps on first sight quite overwhelming. The control measures listed are a guide to help and support you. It is divided into 2 parts:

- Part 1 – Staff and pupil management issues to support re-opening of the school
- Part 2 - Premises and maintenance issues required prior to and during opening

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. If you cannot meet the control measures suggested, you need to consider carefully with the Trust, Governors and other senior managers if the school or setting can safely be opened or perhaps only open to the few rather than the many.

This risk assessment may well be subject to change as we move through the weeks to come, but we will highlight any changes to make life easier for you.

This is a learning curve for everyone – none of us have been here before and hopefully never will again. If the opening of schools has to happen, please be assured that we are here to support you during the next few weeks and beyond. If you have any queries, please do not hesitate to get in touch.

Stay safe, keep well and take care.





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# Re-Opening Schools/Settings – Coronavirus (Covid-19) Pandemic Risk Assessment **V4**



<b>Activity:</b>	Re-Opening Schools/Settings during Coronavirus (Covid-19) Pandemic			<b>Location:</b>	Sandgate School
<b>Assessor:</b>	D Hinton	<b>Ref No.:</b>	Covid 1	<b>Distribution:</b>	All Staff
<b>Date:</b>	1 June 2020	<b>Proposed Review Date:</b>	1Sept 2020	<b>Signed:</b>	D E Hinton

- **Primary schools** - nursery (where applicable), reception, year 1 and year 6 (with a **possible** phased return of all primary children before the end of the summer term if feasible);
- **Secondary schools** - to begin some face to face support with year 10 and 12 pupils, although we do not expect these pupils to return on a full-time basis at this stage;
- **ALL schools and childcare providers** - to continue to offer places to the priority groups of children as follows:
  - **Vulnerable pupils – as well as those already identified for hubs schools may determine their own vulnerable children**
  - **Children of key/critical workers as determined in DfE guidance - Critical workers who can access schools or settings**
  - early years settings - 3 and 4 year olds followed by younger age groups
  - infant schools - nursery (where applicable) and reception
  - primary schools - nursery (where applicable), reception and year 1
- Emergency ‘Childcare Hubs’ will cease to function once schools re-open, although vulnerable children and the children of key workers will continue to be offered places in their ‘home’ schools, regardless of year group– they have been supporting since the end of March. Special schools to work towards a phased return of more children and young people without a focus on specific year groups and informed by risk assessments;
- **Alternative provision** - reception, year 1 and year 6 and begin some face to face support with year 10 and 11 pupils.

## 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
Staffing & spread of Covid-19 virus	Serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<input type="checkbox"/> Implement all advice and communicate to pupils/parents, staff and contractors. Currently any person developing a new continual cough, a temperature in excess of 37.8°C <b>or a loss of, or change in their normal sense of taste or smell (anosmia)</b> whilst at work must be sent home and advice re self-isolating offered <a href="#">Stay at home guidance for households with possible Covid-19 infection</a> <input type="checkbox"/> Any person who is considered extremely clinically vulnerable and shielding should continue to shield and will not be expected to attend ( <a href="#">Guidance on shielding &amp; protecting extremely vulnerable persons from Covid-19</a> ). <input type="checkbox"/> Clinically vulnerable (but not clinically extremely vulnerable) people including pregnant women should take extra care in observing social distancing and should work from home where possible. We will endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they will be offered the safest available on-site roles, staying 2m away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they	Parents, carers and settings do not need to take children’s temperatures every morning. Settings should remind parents of the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice.  <b>Access to Testing:</b> All children and young people eligible to attend, and members of their households will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over <a href="#">NHS: Ask for a test to check if you</a>	

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				<p>have to spend time within 2m of other people, we will carefully assess and discuss with them whether this involves an acceptable level of risk.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Any child who lives in a household with someone who is extremely clinically vulnerable and shielding, should only attend if stringent social distancing can be adhered to and the child is able to understand and follow those instructions. We will pay particular regard to ‘young carers’ who may fall into this category.</li> <li><input type="checkbox"/> Any person who lives with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance (<a href="#">Staying alert &amp; safe social distancing</a>) and including those who are pregnant, can attend.</li> <li><input type="checkbox"/> Staff <b>who live alone</b> and have symptoms of coronavirus illness (COVID-19), however mild, will be directed to stay at home for <b>7 days</b> from when their symptoms started.</li> <li><input type="checkbox"/> Those <b>living with others</b> and they are the first in the household to have symptoms of coronavirus, then they will be directed to stay at home for 7 days, but all other household members who remain well must stay at home and not leave the house for <b>14 days</b>. The 14-day period starts from the day when the first person in the house became ill.</li> <li><input type="checkbox"/> For <b>anyone else in the household</b> who starts displaying symptoms, that individual must stay at home for 7 days from when the symptoms appeared, regardless of what day they are on in the original 14-day isolation period.</li> </ul>	<p><a href="#">have coronavirus</a>. Parents will be able to call 111 if their child is aged under 5.</p> <p>Access to testing is already available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers. See the full list of essential workers (<a href="#">Coronavirus (Covid-19) Getting tested- Essential Workers</a>). Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.</p>	
Any person becoming unwell at school	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> If anyone becomes unwell with a new, continuous cough, a high temperature <b>or a loss of, or change in their normal sense of taste or smell (anosmia)</b> in the school or setting, they will be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance (<a href="#">Stay at home guidance for households with possible Covid-19 infection</a>).</li> <li><input type="checkbox"/> If a child who is unwell is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Where available, a window will be opened for ventilation. If it is not possible to isolate them, the child will be moved to an area which is at least 2m away from other people.</li> <li><input type="checkbox"/> If the individual needs to go to the toilet while waiting to be collected or prior to them leaving for home, they will be directed to use a separate toilet if possible. The toilet area will then be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li><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 or young</li> </ul>	<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.</p> <p>A small supply of fluid-resistant surgical face masks should be purchased. E.g.</p>	

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				<p>person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask will be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection will also be worn.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In an emergency, we will call 999 if they are seriously ill or injured or their life is at risk.</li> <li><input type="checkbox"/> If a member of staff has helped someone who was <b>unwell with COVID-19 symptoms</b>, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see below). The staff member will wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. Refer to <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li><input type="checkbox"/> If a child starts displaying coronavirus symptoms while at their school or setting they should, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home we will do one of the following: <ul style="list-style-type: none"> <li>- use a vehicle with a bulkhead</li> <li>- the driver and passenger should maintain a distance of 2 metres from each other</li> <li>- the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so</li> </ul> </li> </ul>	<a href="https://www.medisave.co.uk/surgical-face-masks-type-iir-x-50.html">https://www.medisave.co.uk/surgical-face-masks-type-iir-x-50.html</a>	
There is a confirmed case of coronavirus in a setting	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> When a child or staff member develops symptoms compatible with coronavirus, they will be sent home and advised to self-isolate for 7 days. Their fellow household members will be advised to self-isolate for 14 days. All staff and pupils who are attending the school or setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.</li> <li><input type="checkbox"/> Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</li> <li><input type="checkbox"/> Where the child or staff member tests positive, the rest of their class or group within their school or setting will be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms.</li> <li><input type="checkbox"/> As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health</li> </ul>		

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				England's local health protection teams will conduct a rapid investigation and will advise the setting on the most appropriate action to take. In some cases a larger number of other children may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.		
Inadequate cleaning (premises/ surfaces/ clothing) & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<p><b>Deep cleaning for reoccupation</b> - Whether or not an employer decides to 'deep' clean their premises ahead of reoccupation will depend on various factors, including: whether buildings have been accessed during the lockdown period (and if recently occupied may therefore be contaminated with Covid-19); whether staff have been on site; and the expectation from employees and other users in terms of whether the premises have been deep cleaned. In some cases, cleaning for general hygiene and appearances purposes will be all that is necessary.</p> <p><b>Measures for Cleaning/maintenance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff instructed to observe social distancing in line with government guidance.</li> <li><input type="checkbox"/> Staff should ideally change into 'work clothes' on arrival. Work shoes can be left at the workplace for use the following day.</li> <li><input type="checkbox"/> In order to facilitate appropriate hand washing, staff should not wear jewellery other than a plain wedding band for work and should be bare below the elbow (sleeves can be rolled up for handwashing purposes); finger nails should be short and false nails removed. Any cuts or abrasions should be covered with a plaster.</li> <li><input type="checkbox"/> Pets and animals should not be permitted onto the premises.</li> <li><input type="checkbox"/> Tie up long hair.</li> <li><input type="checkbox"/> At the end of the shift, the work clothes should be removed and bagged to take home. 'Home' footwear should be worn.</li> <li><input type="checkbox"/> On returning home, staff should remove their clothes and treat them as a healthcare worker would and place them all in a bin liner.</li> <li><input type="checkbox"/> Hands should be washed thoroughly on return to home.</li> <li><input type="checkbox"/> Work clothes should be transferred to the washing machine and washed in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items.</li> <li><input type="checkbox"/> Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air.</li> </ul>	Where external contractors are used for cleaning duties, this element may be deleted. However, it is vital that any control measures used by the external contractor are as stringent as those indicated here and their control measures should be closely monitored.	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Carefully clean the outside of the machine and wash hands for 20 seconds with liquid soap and warm water.</li> <li><input type="checkbox"/> Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance below or dispose of.</li> <li><input type="checkbox"/> They should then have a shower.</li> <li><input type="checkbox"/> The minimum PPE to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is disposable gloves and an apron.</li> <li><input type="checkbox"/> In order to minimise the risk to others from used Personal Protective Equipment (PPE), it is essential that it is removed in a safe manner. Remove apron. If you have worn gloves, remove them next by turning them inside out in one single motion. Disposable gloves and aprons for cleaning must be worn for cleaning tasks. Once removed at the end of the cleaning shift, these should be double bagged, then stored securely for 72 hours then thrown away in the regular rubbish. Disposable items should be placed in the bin immediately. Rubber or washing-up gloves should be washed and dried properly before reuse. Hands should be washed with soap and water for 20 seconds after all PPE has been removed.</li> <li><input type="checkbox"/> Sneeze into a tissue or sleeve NEVER into hands. Wash hands immediately after (as below).</li> <li><input type="checkbox"/> Used tissues will be put in a bin immediately (as above – all waste bins to be lined – preferably double-lined and should be foot operated or lidded where possible).</li> <li><input type="checkbox"/> Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal.</li> <li><input type="checkbox"/> If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19) or a risk assessment of the setting indicates that a higher level of virus may be present (for example, where unwell individuals have slept such as a boarding school dormitory), then the need for additional PPE to protect the cleaner's eyes, mouth and nose might be necessary. The local Public Health England (PHE) Health Protection Team (HPT) can advise on this.</li> <li><input type="checkbox"/> All surfaces that a symptomatic person has come into contact with must be cleaned and disinfected, including: <ul style="list-style-type: none"> <li>- objects which are visibly contaminated with body fluids;</li> <li>- all potentially contaminated high-contact areas such as work surfaces, computer keyboards/mice, telephone, toilet areas, door handles, door push plates, bannisters and stairwells.</li> </ul> </li> </ul>	<p>Refer to <a href="#">Covid-19: Personal Protective Equipment (PPE)</a></p> <p>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary.</p> <p>Refer to PHE <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> <p>Do not rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less frequently than usual – clean and wipe as you go as described.</p> <p>Non-healthcare workers should be trained in the correct use of a surgical mask, to protect them against other people's potentially infectious respiratory droplets when within 2m, and the mask use and supply of masks would need to be equivalent to that in healthcare environments.</p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles/plates and sanitary fittings, following one of the options below: <ul style="list-style-type: none"> <li>- use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses.</li> </ul> </li> <li><input type="checkbox"/> Avoid creating splashes and spray when cleaning.</li> <li><input type="checkbox"/> Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours. <ul style="list-style-type: none"> <li>- if the individual tests negative, this can be put in with the normal waste;</li> <li>- if the individual tests positive, then store it for at least 72 hours and put in with the normal waste.</li> </ul> </li> <li><input type="checkbox"/> If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</li> <li><input type="checkbox"/> When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.</li> <li><input type="checkbox"/> Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.</li> <li><input type="checkbox"/> If possible keep an area closed off and secure for 72 hours. After this time the amount of virus contamination will have decreased substantially and you can clean as normal with your usual products.</li> <li><input type="checkbox"/> Wherever possible, cleaning and site staff should have their own equipment. Site teams in larger schools may not be able to meet/congregate in their usual office – regularly used equipment/materials may need to be dispersed to other locations (or</li> </ul>		

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				<p>one location/cupboard for each member of the site team) to avoid all requiring access to one office/store.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Site staff may have their working hours amended. Cleaning hours may also be amended to allow more hours in the school day, with one cleaner designated to clean door handles etc. from 12noon onwards, using a suitable cleaning chemical. <b>(Amend as necessary)</b></li> <li><input type="checkbox"/> Double bin bags to be placed in the waste bins in .....</li> <li><input type="checkbox"/> The cleaning supervisor/staff will regularly check stocks of chemicals, bin bags etc. and will requisition additional supplies as necessary.</li> <li><input type="checkbox"/> Staff will be briefed regularly, at least in line with changes to government guidance.</li> </ul> <p><b>Cleaning throughout the day</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cleaning with usual cleaning products will continue, with at least 4 times daily cleaning of highly used areas – door handles/plates, bannisters, taps, toilet seats and toilet flushing mechanisms.</li> <li><input type="checkbox"/> Classrooms should be decluttered with only the minimum items permitted on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces.</li> <li><input type="checkbox"/> Reduce the number or eliminate soft toys which are more difficult to clean.</li> <li><input type="checkbox"/> Frequently touched hard surfaces should be cleaned using normal cleaning products and disposable cloths or anti-viral wipes.</li> <li><input type="checkbox"/> Telephones, keyboards/mice, light switches, electronic entry systems, iPads used by pupils and staff, etc., will be cleaned with anti-viral wipes on a regular basis throughout the day.</li> <li><input type="checkbox"/> Ensure that electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use.</li> <li><input type="checkbox"/> Regularly check stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet tissue, bin bags etc. and request additional supplies as necessary.</li> <li><input type="checkbox"/> Ensure disposable tissues are available in each room for both staff and pupils.</li> <li><input type="checkbox"/> Ensure arrangements are in place for the disposal of clinical and general waste where required.</li> <li><input type="checkbox"/> To dispose of waste from people with symptoms of COVID-19, such as disposable cleaning cloths, tissues and PPE: <ul style="list-style-type: none"> <li>- Put it in a plastic rubbish bag and tie it when full.</li> <li>- Place the plastic bag in a second bin bag and tie it.</li> <li>- Put it in a suitable and secure place marked for storage for 72 hours.</li> </ul> </li> </ul>	<p>Additional supplies of bin liners will be required. Additional bins (<b>foot operated or lidded where possible</b>) 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 should continue to follow their usual waste policies.</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers</p> <p>Allocate responsibility for checking on and ordering adequate levels of cleaning supplies, liquid soap, hand towels, tissues, hand gel, aqueous cream, anti-viral wipes, bin liners and other equipment to one individual in the setting. Get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed</p>	

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				<input type="checkbox"/> Safe systems of work to be developed locally to ensure appropriate measures are in place for laundering, cleaning and decontamination of soiled items/equipment in line with national guidance. <input type="checkbox"/> There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.		
Inadequate hand washing & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<input type="checkbox"/> Everyone will be reminded to wash their hands before leaving home, on arrival at the premises 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. <input type="checkbox"/> Toilet lids must be closed prior to flushing and remain closed after use. <input type="checkbox"/> Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). <input type="checkbox"/> Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available but is <b>not</b> a substitute for hand washing. <input type="checkbox"/> Consideration should be given to allocating individual toilets and sinks to staff where numbers are low and this is achievable, otherwise sinks and toilets will be regularly sanitised throughout the day. <input type="checkbox"/> Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) should be made available to help prevent soreness. <input type="checkbox"/> <b>Schools with hand dryers in toilets</b> – stocks of disposable paper towels will be required and hand dryers taken out of use. <input type="checkbox"/> Additional hand sanitiser units to be installed in the school where possible at the main entrance to the school and in the dining hall.	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock &amp; restock as necessary.</p> <p>Sanitise sinks daily. Allocate sinks to individual staff (repeat sinks).</p> <p>Ensure stocks of disposable paper towels are available in all toilet areas instead of hand dryers. Additional waste bins (<b>foot operated or lidded where possible</b>) may also be required in toilet areas where paper towels can be disposed of safely.</p>	
Inadequate personal protection & PPE & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users (particularly those staff performing personal and intimate care)	High	<input type="checkbox"/> Determine what PPE will be required and in what quantities – ensure adequate PPE ordered as necessary in advance of setting re-opening and where necessary, supplies maintained. <input type="checkbox"/> When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on <a href="#">how to put PPE on and take it off safely</a> in order to reduce self-contamination. <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 should not attend the school and should be at home.	<p>Ensure adequate bins (<b>foot operated or lidded where possible</b>) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks.</p> <p>Signage as appropriate.</p>	

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				<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 'Any person becoming unwell at school' – 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 <a href="#">personal protective equipment (PPE) guidance on aerosol generating procedures</a> , and wear the correct PPE which is: <ul style="list-style-type: none"> <li>- a FFP2/3 respirator (which must be fit-tested)</li> <li>- gloves</li> <li>- a long-sleeved fluid repellent gown</li> <li>- eye protection</li> </ul> <input type="checkbox"/> If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they should continue to receive care in the same way, including any existing routine use of PPE. <input type="checkbox"/> In line with <a href="#">Coronavirus Covid-19 safer travel guidance for passengers</a> , if you can, wear a face covering if you need to use public transport. If you choose to wear one, it is important to use face coverings properly ( <a href="#">How to wear &amp; make a cloth face covering</a> ) 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 should follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible. <input type="checkbox"/> Children under 2 years old are not recommended to wear face coverings.	<p><a href="#">Refer to HSE Face Fit Testing Guidance</a></p>	
Inappropriate social distancing measures not followed & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<input type="checkbox"/> All to observe social distancing in line with government guidance as much as possible ( <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> ). <input type="checkbox"/> Where possible, limit the areas of the school frequented by each member of staff – keep a log of where staff go to allow for suitable cleaning of frequently touched surfaces to take place. <input type="checkbox"/> We will limit the number of shared resources that are taken home by staff and limit the exchange of such resources. Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books <input type="checkbox"/> Staff to work at least 2m apart. Office staff to work in separate offices where possible. Wherever, possible, staff should work from their own	<p>Daily sanitising as appropriate.</p> <p>Briefings to staff as necessary, particularly as there may be different staff working.</p> <p>Individual staff to be allocated their own classroom. Additional staff in the same room should observe social distancing rules.</p>	

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				<p>workstation only. Where not possible due to social distancing, establish cleaning rules after each use of another's workstation; recording who uses each workstation and equipment will be needed for tracking.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff to remain 2m from others when using photocopying equipment – key pads etc. on copying machines to be wiped with anti-viral wipes after each use OR allow one person only to carry out all photocopying (pupils NOT to use copiers).</li> <li><input type="checkbox"/> Keeping distance between individuals when speaking or sharing a room, regular hand washing and sanitising surfaces when the individual leaves including telephones, keyboards/mice etc.</li> <li><input type="checkbox"/> Assign staff to the same shift teams as much as possible to limit social interaction.</li> <li><input type="checkbox"/> Staff are not to congregate during break times; staggered break times will be devised so that staff can continue to practice social distancing when taking breaks.</li> <li><input type="checkbox"/> Staff will be briefed regularly, at least in line with changes to government guidance.</li> <li><input type="checkbox"/> Create a signing in sheet – with name; where in the building the staff member is going to be for the majority of the time; time in; time out. Don't leave a pen available – staff should use their own.</li> <li><input type="checkbox"/> Signage to be displayed on inner door or entrance to make clear that all staff and other visitors must wash their hands as soon as they enter the building. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school.</li> <li><input type="checkbox"/> Car Sharing to and from work is not currently advised unless the individuals are from the same household and the use of public transport should be avoided if possible.</li> <li><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 should be kept to 15 minutes or less wherever possible. Consideration should be given to wearing face coverings in this situation.</li> <li><input type="checkbox"/> As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting).</li> <li><input type="checkbox"/> Try to use stairs in preference to lifts. Where lifts must be used (including platform lifts), you should lower their capacity to reduce congestion and contact at all times, and regularly clean touchpoints, such as doors and buttons. <span style="color: red;">[Delete if not applicable].</span></li> </ul>	<p>Individual wipes which can be used by those signing in could be left beside the electronic system with a bin (foot operated or lidded where possible) for appropriate disposal after each use.</p>	

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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"> <li><input type="checkbox"/> We will continue to have regard to statutory guidance '<a href="#">Keeping Children Safe in Education</a> 2019</li> <li><input type="checkbox"/> We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children 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.</li> <li><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.</li> <li><input type="checkbox"/> The DSL/senior manager will keep under review their list of vulnerable children who should be attending the provision so that they can be appropriately monitored.</li> <li><input type="checkbox"/> Where the parents of a vulnerable child do not want their child to attend school, the reasons will be explored by the school/social worker.</li> <li><input type="checkbox"/> Where a vulnerable child has a social worker and fails to attend school, we will contact the social worker concerned.</li> <li><input type="checkbox"/> We will work with the LA to monitor the welfare of vulnerable children who are not attending school and other pupils who for safeguarding purposes we wish to keep in touch with.</li> <li><input type="checkbox"/> When assessing whether vulnerable pupils should be in school we will work with others and consider factors such as the balance of risk, including health vulnerabilities, family circumstances, risks outside the home, and the child or young person's assessed special educational needs, where relevant.</li> <li><input type="checkbox"/> We will aim to have vulnerable children in school on a full-time basis, wherever possible.</li> </ul>		
Inappropriate arrangements for opening the school to pupil groups	Infection spread leading to serious respiratory illness, death	All building users	High	<p><b>Preparations will need to agreed and implemented for re-occupation by pupils and increased staff numbers. There are currently no plans to operate wraparound care but this may be considered at a later date.</b></p> <p><b>Arrival and finish times</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Under no circumstances should anyone (staff, pupils, contractors or visitors) 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. <b>All parents will be asked to confirm this when dropping off their child.</b></li> <li><input type="checkbox"/> We will encourage parents and pupils to walk or cycle to school where possible.</li> </ul>	The Government have created an Initial Planning Framework for Schools ( <a href="#">Opening schools for more children and young people: initial planning framework for schools in England</a> ) to help school leaders and trusts to start to think through the steps they might need to take to open their schools for more pupils and as a starting point from which schools and trusts may choose to develop their own plans along with and the <a href="#">Planning guide for primary schools</a> guide to provide a step by step guide..	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Arrival and finish times will be staggered and parents/carers informed of their allotted start/finish time and the days/hours their child should attend school.</li> <li><input type="checkbox"/> Check details of who is eligible to drop off/collect children – they may be different.</li> <li><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.</li> <li><input type="checkbox"/> Parents will be informed and, if necessary, regularly reminded that they must keep 2m distance from the next adult or child at all times when bringing their child to or collecting them from school.</li> <li><input type="checkbox"/> Parents will be advised that they child may bring one bag to school which must contain their lunchbox and any other equipment required during the school day. Books, toys or equipment must not be transferred between home and school.</li> <li><input type="checkbox"/> Children could be provided with their own labelled pencil case, pens and pencils for use only when they are in the school.</li> <li><input type="checkbox"/> Parents will be advised to wipe the bag with anti-viral wipes before coming to school and once their child returns home.</li> <li><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 <a href="#">guidance on cleaning for non-healthcare settings</a>.</li> <li><input type="checkbox"/> Any homemade non-disposable 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 clean their hands.</li> <li><input type="checkbox"/> Children will be collected from the school entrance gate by staff at the beginning of their allotted session. Parents will then be asked to leave immediately. 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.</li> <li><input type="checkbox"/> At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff.</li> <li><input type="checkbox"/> Children who attend the school in the morning only will be collected before the lunch break and children attending in the afternoon will be brought after the lunch break. This reduces the numbers staying for lunch. Regard will be taken of those pupils who are entitled to Free School meals who will be catered for in the school/setting along with</li> </ul>	<p>Consideration to be given to wraparound care sessions for vulnerable children and those of key/critical workers only in the interim stages.</p> <p>Individuals displaying symptoms of COVID-19 should follow the government guidance <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</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. Induction checklist/staff handbook to be updated in line with COVID-19 risk assessment and information for parents displayed on the school website. <a href="#">HSE: Staying Covid-19 Secure</a> poster to be displayed.</p> <p>There is currently no requirement for all specified children to attend the school on a full time basis unless one or both of the parents are key/critical workers.</p> <p>Where it is possible to do so, different entrances may be allocated to different cohorts of children i.e. a rear or side gate but for many schools will not be possible.</p>	

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				<p>those children of key/critical workers who may be in school more frequently and for longer.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where possible, once the cohort of pupils has arrived, they should enter the school via an external door straight into the class where they will be based for the session.</li> <li><input type="checkbox"/> Where necessary, parents will be made aware of recommendations provided by GOV UK on transport to and from school (including avoiding peak times), particularly where they travel by public transport (<a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a>).</li> <li><input type="checkbox"/> The Local Authority is responsible for arranging school transport for those pupils legally entitled to travel to and from school. We are currently awaiting advice from the LA on how this will be achieved.</li> <li><input type="checkbox"/> We organise our own transport for children to attend school and will take all necessary steps to ensure that the vehicle is safe to use by the children concerned. We may collect children in cohorts and/or stagger start/finish times in order to accommodate the pupils on the bus safely. If the children being transported do not have symptoms of coronavirus, there is no need for a driver to use PPE. <span style="color: red;">[Delete if not required]</span>.</li> </ul> <p><b><u>Movement around the school</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Once pupils have arrived in school they will be encouraged to wash their hands thoroughly for 20 seconds and dry them using disposable hand towels. This regime will also take place before they leave the school for home.</li> <li><input type="checkbox"/> Where considered wide enough to do so, corridors will be marked with tape to provide for a one-way system. The risk to children and staff passing briefly in the corridor is considered low.</li> <li><input type="checkbox"/> Where there are multiple stairways to upper floors, these will be allocated as an 'up stairway' and a 'down stairway'. Where appropriate, these will be marked and signed accordingly.</li> <li><input type="checkbox"/> Floor marking tape should also be used where queues may develop indicating 2m spacing.</li> <li><input type="checkbox"/> Lockers will be taken out of use in the short term with pupils bringing their belongings into the classroom to which they have been allocated – space permitting and without causing an obstruction or tripping hazard.</li> <li><input type="checkbox"/> Consideration will be given to pupils being permitted to wear an active-wear uniform of sports top, hoodie/sweatshirt and active trousers to allow pupils to undertake on site PE lessons as opposed to the strict school uniform.</li> </ul>	<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>For Home to school transport provided or organised by schools, trusts or local, work together and with relevant transport providers to put in place arrangements which fit the local circumstances, including the measures being put in place to reduce contact (refer to <a href="#">Coronavirus Covid-19 Safer transport guidance for operators</a>).</p> <p>Arrows can be used to indicate left and right. Different coloured tape can be used for up and down on the top and bottom few steps.</p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Normal shielding will be used for reception staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross.</li> <li><input type="checkbox"/> Where staff/visitors are required to use a touch-screen, a supply of anti-viral wipes will be provided to be used by the visitor to clean the screen after use. A bin (<b>foot operated or lidded where possible</b>) will be provided for the disposal of the used wipes.</li> </ul> <p><b><u>During the school day</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At all times, staff must be ‘alert’ to the signs and symptoms of COVID-19 either from themselves or from the pupils. If in any doubt, advice must be sought from the Head teacher or other senior leader immediately.</li> <li><input type="checkbox"/> Pupils will be in the same small groups/cohorts at all times each day, and different groups will not be permitted to mix during the day, or on subsequent days.</li> <li><input type="checkbox"/> The same teacher(s) and other staff will be assigned to each cohort and, as far as possible, this will remain the same during the day and on subsequent days.</li> <li><input type="checkbox"/> Wherever possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the pupils at the same desk each day if they attend on consecutive days. This will not, however, be practical for early years or year 1 pupils.</li> <li><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. Staff may fill their bottles from the staffroom (observing social distancing) and must clean areas touched after each use. Pupils may use taps in the <b>classroom</b> which should be disinfected after use by each cohort.</li> <li><input type="checkbox"/> Breaks for staff will be staggered to ensure that cohorts of pupils are not mixed. Staff may be required to eat in their designated classroom if the staff room is not considered large enough for them to properly adhere to social distancing.</li> <li><input type="checkbox"/> Each classroom will be labelled with the number of pupils it can safely hold. A ‘cohort’ should be no more than 15 pupils with one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher.</li> <li><input type="checkbox"/> Vulnerable children and children of critical workers in other year groups will also be split into small groups of no more than 15.</li> <li><input type="checkbox"/> Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be</li> </ul>	<p>Where children find it difficult to understand the need for social distancing, limit the number of children in each cohort to provide more space. This may mean reducing the number of sessions a child can attend</p> <p>Secondary schools will need to rotate specialist teachers and use specialist areas for some subjects</p> <p>A plan of the school may be useful for this to get an overall picture of how many pupils the school can take at any one time.</p> <p>It would be prudent to work on the basis of 6-8 pupils in the short term, working up to a maximum of 15.</p>	

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				<p>because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups. Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children's early learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Although it will be difficult to ensure that pupils (particularly nursery, reception and year 1) maintain social distancing, we will use our best endeavours to promote this. Staff should always try to ensure a safe distance from pupils although this is not always possible. Where close contact is made, staff should ensure they practice regular handwashing or use anti-viral hand gel on a regular basis throughout the session.</li> <li><input type="checkbox"/> It is, however, more realistic to ensure that cohorts of pupils are kept apart and not allowed to mix, both during the school session and at play/break times.</li> <li><input type="checkbox"/> [Secondary schools] We will reduce the number of other pupils that each pupil comes into contact with by delivering all possible lessons in year groups, in a fixed year group location or ensuring pupils remain in the same classroom as much as possible for multiple lessons with the teachers rotating rather than the pupils. Where very small classes might result from halving, it will be acceptable to have more than half in a class, provided the space has been rearranged. Support staff may be drawn on in the event there are teacher shortages, working under the direction of other teachers in the setting.</li> <li><input type="checkbox"/> Each pupil will be allocated their own 'space' which could be marked with their name, a symbol or character.</li> <li><input type="checkbox"/> The layout of the room will be considered to reduce the space between pupil 'areas' or zones which would allow a small group to work or play in different zones – whilst this will not always ensure social distancing of 2m, it will reduce the risk.</li> <li><input type="checkbox"/> In planning the room and zones, we will ensure that fire escape routes are not compromised.</li> <li><input type="checkbox"/> Spaces used will be well ventilated using natural ventilation where possible.</li> <li><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.</li> <li><input type="checkbox"/> Wherever possible, specific toilet areas will be allocated to each cohort of pupils. Toilet area use will be limited to small groups of pupils. These will be cleaned using normal cleaning products after use by each</li> </ul>	<p>In year 6 or secondary schools, each pupil would then in effect have their own desk and therefore there will be little risk to the next person to them since it is always the same person.</p> <p>Songs and rhymes will be used to encourage hand washing in early years</p>	

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				<p>cohort. Pupils will be supervised to ensure that hand washing is completed appropriately. We will help and encourage those pupils who cannot wash their hands properly independently. Children will be provided with hand/aqueous cream or similar for use after washing their hands.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where there is no sink nearby, adequate supplies of hand-gel will be provided in the classroom or work area. Children will be encouraged to wash their hands: <ul style="list-style-type: none"> <li>- throughout the day/session;</li> <li>- after coughing or sneezing;</li> <li>- after using the toilet;</li> <li>- before and after eating including snack time.</li> </ul> </li> <li><input type="checkbox"/> Pupils will be encouraged to make use of tissues and to dispose of them appropriately, they will also be regularly reminded not to touch their mouth, eyes or nose. Supplies of tissues will be made available in each classroom. Lined bins (foot operated/lidded where possible) used for tissues will be emptied throughout the day and particularly between each cohort.</li> <li><input type="checkbox"/> Each class will be provided with a small supply of age-appropriate books in a lidded plastic container. These will be removed after each cohort has used the classroom. Books will then be stored for a period of not less than three days (72 hours) before being brought back into use. Boxes will be labelled with the date when they can be used again i.e. 3 days hence.</li> <li><input type="checkbox"/> Equipment in each classroom will be kept to a minimum. Sand trays to be taken out of use. Water trays will be emptied, disinfected with spray and refilled between cohorts. All used hard surfaces (tables and chairs, doors, bannisters, light switches, toys, sinks and toilets) will be sanitised or wiped using detergent between each cohort and regularly throughout the session.</li> <li><input type="checkbox"/> All soft toys and toys with intricate parts will be removed from the classroom and stored for future use when it is safe to do so</li> <li><input type="checkbox"/> Consideration will be given to reducing the amount of dressing up clothing and other fabric items in the classroom. These could also be rotated similar to the books as outlined above and stored between sessions.</li> <li><input type="checkbox"/> Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again equipment will be kept to a minimum and disinfected with spray after use by each cohort.</li> <li><input type="checkbox"/> Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.</li> </ul>	<p><a href="#">e-Bug</a> has produced a series of helpful coronavirus posters (or others you think are suitable) for display in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets.:</p> <ul style="list-style-type: none"> <li>- <a href="#">Horrid hands</a></li> <li>- <a href="#">Super sneezes</a></li> <li>- <a href="#">Hand hygiene</a></li> <li>- <a href="#">Respiratory hygiene</a></li> <li>- <a href="#">Microbe mania</a></li> </ul> <p>'Catch it, bin it, kill it' posters to be displayed in relevant areas.</p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Wooden equipment will be taken out of use or used intermittently – every 3 days – to reduce the risk of cross contamination.</li> <li><input type="checkbox"/> Lunchtimes will be spaced/staggered to reduce the risk of cohorts coming into contact with each other.</li> <li><input type="checkbox"/> Small pieces of equipment can be rotated among cohorts in the same way as books and dressing up equipment with a box allocated to each class. If it needs to be used the following day, some may be sprayed or soaked in a ‘Milton’ solution overnight.</li> <li><input type="checkbox"/> IT suites can be used by pupils but the numbers kept to a minimum so that there is a computer workstation between each pupil i.e. alternate screens. Disinfection of workstations, keyboard and mouse after each cohort use will be necessary. Communal headphones should not be used. Either ask pupils to bring in their own headphones/earphones or have a supply of cheap ear phones which could be sanitised and rotated on a weekly basis.</li> <li><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 cohorts.</li> <li><input type="checkbox"/> Social distancing should be maintained in the school kitchen. We may need to reduce the number of staff and consequently the choice of meal will be minimal.</li> <li><input type="checkbox"/> Where staff are working in the kitchen, they will have their own utensils for preparation and clean the equipment after each use. A washing machine may be invaluable.</li> <li><input type="checkbox"/> Deliveries will be kept to a minimum observing social distancing - no goods or food physically handed over and we will limit those accepting and putting away deliveries.</li> <li><input type="checkbox"/> Delivery drop-off points will be agreed in advance.</li> <li><input type="checkbox"/> Parents will be informed of the meal choice for the day in advance. Alternatively, pupils may bring their own packed lunch. Regard will be taken of those pupils with allergies or food intolerances.</li> <li><input type="checkbox"/> [Secondary schools] Separate dining areas for each cohort or sub-year group will be designated and queueing will be kept to a minimum with floor markings designating the 2m rule. Lunches may be served which are ‘take-away’ to be eaten elsewhere in the school to reduce the need for cohorts to mix. Lunch breaks may also be staggered.</li> <li><input type="checkbox"/> To reduce the risk of mixing cohorts of pupils, consideration will be given to pupils eating in their own designated classrooms where they will be served their lunch.</li> <li><input type="checkbox"/> Where dining halls are used, social distancing must be considered and no mixing of cohorts must take place. Tables must be cleaned after each cohort use.</li> </ul>	<p>Ensure supplies of ‘Milton’ or similar are available.</p> <p>Secondary schools should ensure social distancing measures are in place.</p> <p>Where pupils are in attendance throughout the day, schools should provide meals for those children, and meals should be available free of charge where pupils meet the free school meal (FSM) eligibility criteria. To ensure food is available for pupils who attend, educational settings are expected to reopen their kitchens and ensure that meals are able to be prepared and served safely.</p> <p>Schools to work with their food providers to offer meals or food parcels for benefits-related free school meal pupils not in school. Provision of food vouchers for those eligible under the benefits criteria will also continue to be available where needed.</p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> During playtime/breaks, where there is more than one cohort using the outdoor space, the space will be zoned so that cohorts are kept apart.</li> <li><input type="checkbox"/> Assemblies, performances, parents' evenings, sports fixtures, sports clubs and other after school activities will only resume once the government and school leadership team agree that it is safe to do so.</li> <li><input type="checkbox"/> A quarantine room and specific toilet will be identified for children who may become ill during the day or session. The room and any toilet area used by a child who is ill or displaying signs and symptoms of COVID-19 and awaiting collection must be fully sanitised prior to use by anyone else in the school. Where it is not possible to isolate a pupil, they will be moved to an area which is at least 2m away from other people. Any supervising staff will use appropriate PPE whilst waiting for the child to be collected. See sections above on 'People who become unwell' and 'PPE' use for further information.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Early Years Foundation Stage (EYFS) sets the standards that schools and other settings must meet for the learning, development and care of children from birth to 5 years old. Early years settings should use reasonable endeavours to deliver the learning and development requirements as far as possible in the current circumstances, as set out here (<a href="#">Early Years Foundation Stage Framework</a>).</li> <li><input type="checkbox"/> Schools continue to be best placed to make decisions about how to support and educate all their pupils during this period, based on the local context and staff capacity.</li> <li><input type="checkbox"/> Where year groups are returning to school, <b>we will:</b> <ul style="list-style-type: none"> <li>- consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn;</li> <li>- assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks;</li> <li>- identify and plan how best to support the education of high needs groups, including disadvantaged pupils, those with SEND and vulnerable pupils (for pupils with education health and care (EHC) plans, it may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements if some of the support services are not available in their usual form from the start of June. If this is the case you should work with the LA and parents and confirm what special provision can reasonably be provided);</li> </ul> </li> </ul>	<p>No school will be penalised if they are unable to offer a broad and balanced curriculum to their pupils during this period. Guidance on what to teach and how, including sports, can be found in <a href="#">Planning guide for primary schools</a></p> <p>Refer to <a href="#">Conducting a SEND risk assessment during the coronavirus outbreak</a></p>	

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
				<ul style="list-style-type: none"> <li>- support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7.</li> <li><input type="checkbox"/> We will use our best endeavours to support pupils attending school as well as those remaining at home, making use of the available remote education support - <a href="#">Remote education during Coronavirus (Covid-19)</a>.</li> <li><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.</li> <li><input type="checkbox"/> [Secondary schools] For guidance regarding Science and D&amp;T in relation to preparing to re-open and running practical activities, refer to CLEAPSS Guidance: <ul style="list-style-type: none"> <li>- <b>GL345</b> – Guidance for science departments returning to school after an extended period of closure</li> <li>- <b>GL336</b> – CLEAPSS Advice during the COVID-19 / Coronavirus Pandemic</li> <li>- <b>GL347</b> - Guidance for D&amp;T departments returning to school after an extended period of Closure</li> <li>- <b>GL344</b> - CLEAPSS Guide to doing practical work in a partially reopened school – D&amp;T, food and Art</li> <li>- <b>GL346</b> - Equipment and machine maintenance during Extended Closure</li> </ul> </li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</li> <li><input type="checkbox"/> Areas schools may wish to add to their behaviour policy are: <ul style="list-style-type: none"> <li>- following any altered routines for arrival or departure;</li> <li>- following school instructions on hygiene, such as handwashing and sanitising;</li> <li>- following instructions on who pupils can socialise with at school</li> <li>- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing);</li> <li>- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands;</li> <li>- tell an adult if you are experiencing symptoms of coronavirus;</li> <li>- rules about sharing any equipment or other items including drinking bottles;</li> </ul> </li> </ul>	<p>Consider how Oak National Academy or other remote education platforms can provide additional support for learning, as well as how learning delivered in school, if manageable, could be made available to pupils learning remotely. Equal consideration should also be given to pupils who do not have suitable online access and where possible would benefit from printed resources.</p>	

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
				<ul style="list-style-type: none"> <li>- amended expectations about breaks or play times, including where children may or may not play;</li> <li>- use of toilets;</li> <li>- clear rules about coughing or spitting at or towards any other person;</li> <li>- clear rules for pupils at home about conduct in relation to remote education;</li> <li>- rewards and sanction system where appropriate.</li> </ul> <p><input type="checkbox"/> Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p> <p><input type="checkbox"/> Staff to be trained in the new rules and routines, including the use of sanctions and rewards, so that they can support pupils to understand them and enforce them consistently.</p>		
Inadequate staffing ratios	Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision	Staff and pupils		<p><input type="checkbox"/> To calculate staff ratios, consider:</p> <ul style="list-style-type: none"> <li>- How many staff do you have available to work in school?</li> <li>- How many teachers do you have available to work in school?</li> <li>- How many support staff including teaching assistants do you have available for work in school?</li> <li>- Do you have a head or deputy available for work in school?</li> <li>- Do you have at least one person with paediatric first aid training available for work in school?</li> <li>- Do you have at least one person with up to date Designated Safeguarding Lead (DSL) training available to work in school?</li> <li>- Do you have your special educational needs coordinator available for work, or an alternative staff member who could take on this role?</li> <li>- Do you have a caretaker and/or cleaning staff, and if necessary at least one office staff member available during the school day?</li> </ul> <p><input type="checkbox"/> If the answer to the above questions is no, then you should try to find a solution to this before going further. You should speak to your local authority and/or trust who may be able to provide a suitable person temporarily to cover the missing roles. In some cases, staff members may be prepared to undertake a different role to their normal role temporarily. Keep your staffing arrangements as consistent as possible. In instances where you do need to use staff from other schools, ensure cover is agreed on a weekly basis, not daily, to limit contacts.</p> <p><input type="checkbox"/> Ensure that suitable staffing / supervision ratios are established in advance considering group size, needs and individuals - build in resilience in case of staff illness or emergency. Recommended adult to child ratio (minimum):</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 on the provision of DSL's can be found in GOV UK <a href="#">'Safeguarding in schools'</a></p> <p>For pre-school children in early years settings, the staff to child ratios within <a href="#">Early Years Foundation Stage Framework</a> continue to apply as set out here, and</p>	

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
				<ul style="list-style-type: none"> <li>- Children under 2 – 1:3</li> <li>- Children aged 2 – 1:4</li> <li>- Children aged 3 and over with QTS status – 1:13</li> <li>- Children aged 3 and over without QTS status 1:8</li> </ul> <p><input type="checkbox"/> We have contingency plans in place should staff be absent as a result of COVID-19</p> <p><input type="checkbox"/> Our possible approaches to managing a shortfall in staffing include:</p> <ul style="list-style-type: none"> <li>- bringing additional teachers in to help, who may be supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or LA;</li> <li>- asking suitably experienced teaching assistants who are willing to do so to work with groups under the supervision of a teacher;</li> <li>- using some senior leadership time to cover groups, although you the Head teacher consider their own workload and that of their senior colleagues to make sure this is manageable and you have sufficient leadership time remaining.</li> </ul> <p><input type="checkbox"/> If children are aged 2-5 within a setting, we will use our ‘best endeavours’ to ensure one person with a full PFA certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises. <i>The HSE have relaxed their advice in relation to first aid certificate expiry dates and have agreed to a 3 month extension to all certificates including Paediatric First Aid expiring on or after 16 March 2020.</i></p> <p><input type="checkbox"/> Key telephone numbers of all available DSL’s/deputies to be displayed in school.</p> <p><input type="checkbox"/> Ensure the contact details of the <a href="#">Safeguarding Hub/Early Help Team/LADO</a> are available to all staff on duty.</p> <p><input type="checkbox"/> Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children 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>	<p>these ratios should be used to group children.</p> <p>Best endeavours’ means to identify and take all the steps possible within your power, which could, if successful, ensure there is a paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA. Paediatric first aid is suitable for all children up to 15 years of age not just Early Years.</p>	
Visiting children in their own homes and contact with COVID-19 virus	Infection spread leading to serious respiratory illness, death	Staff	High	<p><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 <a href="#">Safe working in education, childcare and children’s social care settings, including the use of PPE</a></p>		

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
Visitors & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<input type="checkbox"/> Visitors to the premises will be discouraged. Visitors will be by appointment only. <input type="checkbox"/> Access to contractors/external maintenance personnel will only be granted by arrangement for <b>essential maintenance / statutory inspection</b> needs only (guidance on what statutory inspections must take place is available <a href="#">here</a> ) – see also ‘Maintenance’ – Part 2 below. <input type="checkbox"/> <b>In an emergency situation</b> where access is required urgently to undertake maintenance - appropriate hygiene and social distancing arrangements must be followed. <input type="checkbox"/> Create a signing in sheet – with name; where in the building you are going to be for the majority of the time; time in; time out. Don’t leave a pen available – visitors should use their own. <input type="checkbox"/> Make it clear on the sheet or via a notice on the inner door that all visitors to the school must wash their hands as soon as they enter the building. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above). <input type="checkbox"/> If visitors are they required to sign a touch screen, anti-viral wipes must be available along with a bin ( <b>foot operated/lidded where possible</b> ) for disposal. <input type="checkbox"/> Lettings (private hire) should be put on hold for the time being.	Undertake effective liaison with contractors <b>BEFORE</b> they attend site – ask contractors to provide key information in relation to how they are managing infection control.	
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"> <li>- individual children who have found the long period at home hard to manage</li> <li>- those who have developed anxieties related to the virus</li> <li>- those about whom there are safeguarding concerns</li> <li>- those who may make safeguarding disclosures once they are back in schools</li> <li>- those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.</li> </ul> <input type="checkbox"/> Staff may wish to provide: <ul style="list-style-type: none"> <li>- opportunities for children to talk about their experiences of the past few weeks</li> <li>- opportunities for one-to-one conversations with trusted adults where this may be supportive</li> <li>- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe</li> <li>- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups</li> <li>- other enriching developmental activities</li> </ul>		

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
				<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. <input type="checkbox"/> If safeguarding issues come to light they should be addressed using the school's Child Protection policy, which may need to be updated in light of wider opening. Head teachers should consider how they might manage any increase in referrals as pupils return to school.		
Lack of wellbeing management	Mental ill health	All staff	High	<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. <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 will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working or furlough. 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).		

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

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Fire and emergencies	Inability to operate emergency systems or procedures	All building users, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <li><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. 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.</li> <li><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 should be given to the purchase of additional resuscitation face shields, disposable gloves and aprons.</li> <li><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.</li> <li><input type="checkbox"/> Review site staff cover to ensure the site is safe – including the operation of intruder and fire alarms.</li> <li><input type="checkbox"/> Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security / access procedures, emergency and fire risk etc.</li> <li><input type="checkbox"/> Clarify means of summoning emergency assistance, particularly when operating social distancing.</li> <li><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.</li> <li><input type="checkbox"/> Access to essential contractors / statutory inspections will need to be considered and managed.</li> <li><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.</li> <li><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</li> </ul>	<p>Refer to advice on <a href="#">Fire safety in new and existing school buildings</a></p> <p>Brief rota staff on operation of fire and intruder alarms.</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 &amp; electric cut-off points and how to operate them.</p> <p>Review fire doors appropriate to setting.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<p>permitted. <b>However</b>, 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.</p> <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Ensure fire doors to rooms not being used are closed.</li> <li><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.</li> <li><input type="checkbox"/> At the end of each day, <b>ALL</b> fire doors <b>must</b> be closed. Wipe down contact points with a proprietary cleaning product ready for the next day.</li> </ul>	<p>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p>	
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><b>Health &amp; Safety Inspection:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If your 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, <b>grounds and equipment</b> concerned.</li> </ul> <p><b>Fire Safety Systems:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In terms of reoccupation, all relevant fire safety equipment and systems must be tested <b>before</b> employees and others are allowed back on site. This would typically include: <ul style="list-style-type: none"> <li>- 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);</li> <li>- a full discharge test of the emergency lighting system across the site;</li> <li>- a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;</li> <li>- checking that fire escape routes are clear of any obstructions;</li> <li>- checking that final fire escape doors are unlocked and operational;</li> <li>- checking the operation of internal fire doors to ensure that they close properly;</li> <li>- checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.</li> </ul> </li> </ul> <p><b>Water management – control of Legionella bacteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Water systems</b></li> </ul>	<p>Refer to DfE <a href="#">Managing school premises during the coronavirus outbreak</a></p> <p>Refer to <a href="#">Managing school premises during the coronavirus outbreak</a> and <a href="#">HSE: Legionella Risks during the Coronavirus Outbreak</a></p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<ul style="list-style-type: none"> <li>- Schools increasing operational capacity or re-opening should follow their usual water system building management procedures as they would at the end of the summer holidays.</li> <li>- Chlorinating and flushing water systems may not be necessary if the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above.</li> <li>- You should contact your school's legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, seek advice from your competent person on alternative options.</li> </ul> <p><input type="checkbox"/> <b>Drinking water</b></p> <ul style="list-style-type: none"> <li>- If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, you should supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist.</li> </ul> <p><input type="checkbox"/> <b>Hot water services</b></p> <ul style="list-style-type: none"> <li>- Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>- Regularly check hot water generation for functionality and if required, temperature recording.</li> <li>- If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Good ventilation is essential at all times in classrooms and particularly during this period. Schools should ensure all systems are working in their normal operating mode.</li> <li><input type="checkbox"/> Natural ventilation via windows or vents should be used as far as possible and where available occupied room windows should be open.</li> <li><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</li> </ul>	<p>Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work</p>	

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				<p>when changing filters. See HSE guidance <a href="#">HSG53: Respiratory protective equipment at work</a>.</p> <p><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.</p> <p><b>Asbestos Containing Materials (ACMs):</b></p> <p><input type="checkbox"/> Complete a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown. Where any damage to ACMs is observed, the area should be isolated immediately and advice sought from a specialist asbestos management company.</p> <p><b>Restarting plant and equipment:</b></p> <p><input type="checkbox"/> Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes:</p> <ul style="list-style-type: none"> <li>- gas</li> <li>- heating</li> <li>- water supply</li> <li>- mechanical and electrical systems</li> <li>- catering equipment</li> </ul> <p><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> <p><b>Statutory inspections:</b></p> <p><input type="checkbox"/> Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&amp;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</p>		

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<p>lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings.</p> <p><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> <p><b>Training and supervision:</b></p> <p><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.</p> <p><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> <p><b>Cleaning</b></p> <p><input type="checkbox"/> New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working</li> </ul> <p><b>Routine In-House Maintenance</b> <i>List indicative, not exhaustive:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Testing of fire Manual Call Points (MCPs) – weekly on a rota system;</li> <li><input type="checkbox"/> Testing of automatic fire doors or automatic door release systems including any doors operated by electronic means – weekly;</li> <li><input type="checkbox"/> Testing of any battery-operated smoke detectors - weekly;</li> <li><input type="checkbox"/> Testing of Emergency Lights – monthly;</li> <li><input type="checkbox"/> Checking fire-fighting equipment – monthly;</li> <li><input type="checkbox"/> Checking fire doors and fire exits;</li> <li><input type="checkbox"/> Conducting fire drills – usually termly;</li> <li><input type="checkbox"/> Temperature testing of sentinel outlets (those closest, intermediate &amp; furthest away from the water tank or calorifier) – monthly;</li> </ul>	<p>For reference, use the <a href="#">HSE Approved Code of Practice</a> and <a href="#">HSG 274</a></p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk	
				<input type="checkbox"/> Flushing of all hot and cold outlets <b>including seldom used outlets</b> such as showers, spray taps and bib taps – weekly; <input type="checkbox"/> Disinfection of shower/spray tap heads – termly; <input type="checkbox"/> Visual inspection of any outdoor playground equipment and surfacing – daily (informal); <input type="checkbox"/> Visual inspection of any outdoor playground equipment and surfacing – weekly; <input type="checkbox"/> Fridge temperature testing – daily for general school use or twice daily for commercial kitchens; <input type="checkbox"/> Freezer temperature testing – daily; <input type="checkbox"/> Monitoring the condition of asbestos containing materials – termly.			
Further Action Required				Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
<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"> <li>• <a href="#">Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers</a></li> <li>• <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></li> <li>• <a href="#">Actions for schools during the coronavirus outbreak</a></li> <li>• <a href="#">Actions for early years and childcare providers during the coronavirus outbreak</a></li> <li>• <a href="#">Critical workers who can access schools or settings</a></li> <li>• <a href="#">Opening schools for more children and young people: initial planning framework for schools in England</a></li> <li>• <a href="#">Stay at home guidance for households with possible Covid-19 infection</a></li> <li>• <a href="#">Guidance on shielding &amp; protecting extremely vulnerable persons from Covid-19</a></li> <li>• <a href="#">Staying alert &amp; safe social distancing</a></li> <li>• <a href="#">Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak</a></li> <li>• <a href="#">Coronavirus (Covid-19) Getting tested- Essential Workers</a></li> <li>• <a href="#">Providing free school meals during the coronavirus outbreak</a></li> <li>• <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• <a href="#">Coronavirus Covid-19 safer travel guidance for passengers</a></li> <li>• <a href="#">Coronavirus Covid-19 Safer transport guidance for operators</a></li> <li>• <a href="#">Safe working in education, childcare and children's social care settings, including the use of PPE</a></li> <li>• <a href="#">HSE Face Fit Testing Guidance</a></li> <li>• <a href="#">How to wear &amp; make a cloth face covering</a></li> <li>• <a href="#">Early Years Foundation Stage Framework</a></li> <li>• <a href="#">Remote education during Coronavirus (Covid-19)</a></li> <li>• <a href="#">DfE Managing school premises during the coronavirus outbreak</a></li> <li>• <a href="#">HSE: Legionella Risks during the Coronavirus Outbreak</a></li> <li>• <a href="#">Preparing for the wider opening of schools from 1 June</a></li> <li>• <a href="#">Planning guide for primary schools</a></li> </ul>							