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| **DATE: 4/1/2021** |  | | **DATE LAST ASSESSED:** | **7/12/2020** | | **PERSONS AT RISK** | | | | | **INITIAL RISK RATING** | | |
| **DIRECTORATE**: | **Learning & Opportunities: Children & Young People** | | | | | **EMPLOYEE** | **YOUNG PERSON** | **CHILD** | **PUBLIC** | **OTHER SITE USER** | **LOW** | **MEDIUM** | **HIGH** |
| **JOB OR SITUATION:** | **COVID-19 Secure - Risk Assessment**  **Full re-opening of school to all children**  **Latest Government Guidance:**  [**https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)  **Previous Government Guidance:**  [**https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings**](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) | | | | |
| **SITE OR LOCATION** | **Rossington Tornedale Infant School** | | | | |
| **TASKS OR ACTIVITIES** | | **HAZARDS & RISKS IDENTIFIED** | | | **No.** |
| 1. Ensure staff are fit and well to work | | * Staff attending work with COVID-19 symptoms * Virus transmission between different staff members * Virus transmission between staff and pupils * Virus transmission between staff and parents * Virus transmission between staff and others * Contamination of work surfaces, equipment and other contact areas * Staff not following current guidance regarding testing * School not engaging with the NHS Test and Trace process * No contingency plan in place to deal with a case of self-isolation of multiple pupils or staff or local outbreaks | | | 1 | X | X | X | X | X |  |  | x |
| 2. Maintaining social distancing where practicable help prevent the spread of the virus | | * Not achieving social distancing in the workplace * Virus transmission between different staff members * Virus transmission between different pupils * Virus transmission between staff and pupils * Virus transmission between staff and parents * Virus transmission between staff and others * Too many staff in the workplace rendering social distancing not practicable (in cases of local outbreaks) * Too many pupils in the school rendering social distancing not practicable. (in case of local outbreaks) * Not minimising contact between individuals and maintain social distancing wherever possible | | | 2 | X | X | X | X | X |  |  | x |
| 3. Infection Protection & Control (from direct & indirect transmission) | | * Staff attending work with COVID-19 symptoms * Virus transmission between different staff members * Virus transmission between different pupils * Virus transmission between staff and pupils * Virus transmission between staff and parents * Virus transmission between staff and others * Contamination of work surfaces, equipment and other contact areas * Not following current Public Health England (PHE) advice * School not engaging with the NHS Test and Trace process * Not introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach * Not wearing personal protective equipment (PPE), where necessary * No contingency plan in place to deal with a case of self-isolation of multiple pupils or staff or local outbreaks | | | 3 | X | X | X | X | X |  |  | x |
| 1. When open and operating throughout the day | | * Mixing of groups including pupils and staff * Cleaning and hygiene not maintained * Not introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach * Sharing resources * Transport arrangements not adjusted | | | 4 | X | X | X | X | X |  |  | x |
| 1. Health and safety compliance checks recommissioned | | * Fire risk assessment and fire emergency escape plan no longer relevant due to changes implemented * Building services e.g. gas, electrical, legionella, lifts and pressure systems inspection and testing out of date. * Health and safety local checks not re-started. | | | 4 | X | X | X | X | X |  |  | x |
| 1. Secure Covid-19 and wider risk assessments updated | | * Secure Covid-19 risk assessment not revisited and updated in-line with the full opening of schools * Wider risk assessments not reviewed and updated in-line with the full opening of schools – not considered the need for relevant revised controls | | |  |  |  |  |  |  |  |  |  |
| **Important Notice:**  Staff should ensure they are symptom free (\*see below) and not put others at risk before attending work.  **\*a high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)  **\*a new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)  **\*a loss or change to your sense of smell or taste –** this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal  **undertaking testing -** staff should instigate a covid-19 test if they met the set criteria  Do not go to a GP surgery, pharmacy or hospital.  Use the 111 online coronavirus service to find out what to do.  For more information, read further [guidance on symptoms](https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/).  If you have one or more of these symptoms, you must self-isolate straight away for 7 days – or longer if you still have symptoms other than cough or loss of sense of smell/taste.  If you live in the same household as someone with coronavirus symptoms, you must self-isolate straight away for 14 days. | | | | | | | | | | | | | |

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| **HAZARD NO.** | **EXISTING CONTROLS** | | | | **FURTHER CONTROLS** | | **BY WHOM** | | **COMPLETION DATE** | **FINAL RISK RATING** | | | |
| **LOW** | **MEDIUM** | **HIGH** | |
| 1 | ***Take into account the Additional Guidance on pages 18 & 19.***  See current guidance for advice on who is in the clinically extremely vulnerable and clinically vulnerable groups  <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>  **To treat everyone in the workplace equally**  Be mindful of particular needs of different groups of workers or individuals taking into account particular responsibilities towards disabled workers and those who are new or expectant mothers.  Understand and take into account the particular circumstances of those with protected characteristics.  Involve and communicate appropriately with workers whose protected characteristics might either expose them to a different degree of risk, or might make any steps thought about; inappropriate or challenging for them.  Consider whether any particular measures or adjustments; taking into account duties under the equalities legislation. need to be put in place.  Make reasonable adjustments to avoid disabled workers being put at a disadvantage, and assess the health and safety risks for new and expectant mothers.  Make sure that steps taken do not have an unjustifiable negative impact on some groups compared to others, for example those with caring responsibilities or those with religious commitments.  Provide support for workers around mental health and wellbeing. This could include guidance or telephone support.  Staff should not attend work if they are self-isolating including any member of their household.  Staff should following the latest Public Health England (PHE) guidance.  Staff should work from home if they can do so.  Staff should self-isolate if they start showing symptoms of COVID-19 including any members of their household.  Staff should be asked on arrival each working day if they are fit and well.  Information posters should be displayed in strategic locations to encourage staff, pupils, parents and others to follow current guidelines.  Staff and pupils to utilise testing facilities when exhibiting symptoms.  Cleaning frequently touched surfaces often using standard products, such as detergents etc. | | | | Refer to covid action plan and response to infection plans for further controls.  The Headteacher ensures the school opens only if it is safe and advisable to do so, in line with local and national advice.  Review individual risk assessments for staff who are clinically extremely vulnerable.  Ensure all staff are aware of the relevant policies and procedures, including, but not limited to, the following: health and safety policy, first aid policy and infection control policy.  All staff have regard to the relevant guidance and legislation including, but not limited to, the following:  Reporting of Injuries, Diseases and Dangerous Occurences Regulations (RIDDOR) 2013  The Health Protection (Notification) Regulations 2010  Public Health England (PHE) (2017) ‘Health Protection in schools and other childcare faciltiies’  DfE and PHE (2020) ‘Covid-19: guidance for educational settings’.  The school keeps up-to-date with advice issued by, but not limited to, the following:  DfE  NHS  Department of Health and Social Care  PHE  The school’s local health protection team (HPT)  Staff are kept to one class bubble wherever possible, limit movement between bubbles. Admin staff work from home whenever possible. PPA to be taken at home when possible. Meetings to be conducted virtually or social distanced in the hall.  Staff to remain in their designated bubbles and work areas.  Staff members to leave school immediately if they develop any of the symptoms of covid19  Staff and pupils who display symptoms of coronavirus (COVID-19) are managed in line with local and national guidance and the infection control policy, and are removed from the classroom immediately.  Toolkits for mental well being and bereavement in place and made available to all staff.  HT to regularly signpost mental well being services  HT to regularly check in with all staff with regards to their well being including those remaining at home.  School well being champion to support staff by providing strategies to support mental well being and signpost services.  All staff have completed online well being training provided by Hays. Parents of pupils who are deemed more vulnerable to infection should be encouraged to liaise with the Headteacher to discuss any alternative arrangements.  The Headteacher to hold discussions with staff who are deemed more vulnerable to infection and put any alternative arrangements in place.  The Headteacher will consider requests made by staff who wish to make changes to their working environment or working hours in the interest of health and safety.  The Headteacher ensures that the school can be adequately and safely staffed at all times.  The Headteacher to liaise with the Local Authority about staff rotas to maximise infection control and minimise group sizes and any additional staff workload.  SLT to discuss the implications on staff and pupil workload and put a plan in place to minimise the risk of stress.  The Headteacher and SENCO to identify pupils with additional needs and put provision in place to ensure their needs are adequately and safely met, eg, the relevant staff are available.  DSLs to ensure provision in place to help protect wellbeing and mental health and ensure all staff and pupils have access to psychological support.  The Headteacher liaises with necessary personnel and parents to manage and address any new and ongoing safeguarding concerns.  Staff and pupil bereavement is managed in line with the Bereavement Policy.  [Response to any infection](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#response-to-any-infection)   * Engage with the NHS Test and Trace process * Manage confirmed cases of coronavirus (COVID-19) amongst the school community * Contain any outbreak by following local health protection team advice * See School’s own response to infection action plan   [Contingency planning for outbreaks](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks)   * See School’s own response to infection action plan | | All staff & governors | | 1.9.2020 | x |  |  | |
| 2 | **Planning & Organising**  Consider the following steps:  **Health and safety documentation**  Refresh your risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures such as the things listed in the current guidance:  Coronavirus (COVID-19): implementing protective measures in education and childcare settings  Also, ensure that all health and safety compliance checks have been undertaken before opening.  **Class and group sizes**  Limit class and group sizes to no more than 15 and 1 teacher (and if needed 1 teaching assistant).  Organise classrooms and other learning environments maintaining space between seats and desks where possible.  Limiting class sizes will be relevant in the event of a local outbreak This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.  **Refresh the timetable**  Decide which lessons or activities will be delivered.  Consider which lessons or classroom activities could take place outdoors.  Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building.  Stagger assembly groups.  Stagger break times (including lunch), so that all children are not moving around the school at the same time.  Stagger drop-off and collection times.  Plan parents’ drop-off and pick-up protocols that minimise adult-to-adult contact.  in addition, childcare settings or early years groups in school should:  Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing.  Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.  Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.  Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).  Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)  Institutions offering residential provision will also need to consider the maximum number of children or young people they can safely accommodate in residences.  **Communicating your Plans**  Consider the following steps:  Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance))  Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.  Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult-to-adult contact (for example, which entrance to use).  Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).  Also think about engaging parents and children in education resources such as [e-bug](https://www.e-bug.eu/) and [PHE schools resources](https://campaignresources.phe.gov.uk/schools)  Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)  Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.  Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.  Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. | | | | Refer to covid action plan and response to infection plan for further controls.  Safeguarding, SEND and behaviour policies reviewed and amendments made in light of current crisis, agreed by governors and shared with all staff  Bubble sizes kept as small as possible with consistent staff in them. Staff and children from different bubbles not to mix. Staff interaction kept to a minimum.  School hall will only be used for PE (timetabled one class bubble only at any one time), lunchtime hot meals – one key stage to use at any one time with staggered times of usage.  All staff have completed PPE training – watched youtube video ‘donning and doffing’ prior to fully reopening. Correct disposal of PPE communicated to all.  Covid action plan and regular reviews have been agreed by all staff and governors, share with parents.  The following stocked in every room that will be in use:  Tissues  Washing up liquid  Antibacterial spray  Cloths  Paper towels  Liquid soap  Hand sanitiser gel  Offices stocked with at least:  Hand sanitiser  Tissues  Antibacterial wipes  Signage around school highlighting hygiene and infection control guidelines. The Headteacher identifies which areas of the school may be used for school activity and communicates this to staff, parents and pupils.  The Site Supervisor arranges for any changes to the premises to be made to account for social distancing measures.  School Business Manager to communicate with suppliers regarding reopening of school and reinstating any required services.  The Headteacher to inform staff and Governors about the arrangements for meetings that would ordinarily take place in person and how these will be carried out in line with social distancing guidance. The first preference is for them to be held virtually.  Minimise contact between individuals and maintain social distancing wherever possible.  Children to be supported by staff to maintain distance and not touch staff where possible. | | HT  All staff and governors | | 1.9.2020 | x |  |  | |
| 3 | Implement a hierarchy of controls to create an inherently safer system to substantially reduce the risk of transmission. These include:  **Hierarchy of Controls**   * Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. * Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. * Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. * Cleaning frequently touched surfaces often using standard products, such as detergents and bleach. * Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times) | | | | Refer to covid action plan and response to infection plan for further controls.  All staff and parents are made aware of any infection control procedures and social distancing arrangements for when school via ParentMail and staff emails.  Adequate amounts of suitable cleaning agents are available.  Staff are aware of their responsibility in keeping surfaces and items clean  Regular handwashing and use of hand sanitiser to take place throughout the day  PPE (visors, masks, aprons, gloves) is available to members of staff who require it to carry out their role, ie, first aid and intimate care.  Infection control procedures are adhered to as much as possible in accordance with the DfE and PHE’s guidance.  Visual aids are in use to display social distancing measures, eg, floor tape to mark 1-metre spacing.  Provide hand-sanitiser for visitors to school. Access to school will be restricted to essential visitors only.  Adequate amounts of soap, tissues and bins are available in the relevant areas.  [The systems of controls: protective measures](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#system-of-controls)  See also latest covid action plan  **System of controls**  **Prevention:**  1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school  2) clean hands thoroughly more often than usual  3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach  4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach  5) minimise contact between individuals and maintain social distancing wherever possible  6) where necessary, wear appropriate personal protective equipment (PPE)  7) ensure adequate ventilation in every room; at least one window kept open and all internal doors.  Numbers 1 to 4 must be in place in all schools, all the time.  Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.  Number 6 applies in specific circumstances.  **Response to any infection:**  see also School’s own response to any infection action plan  8) engage with the NHS Test and Trace process  9) manage confirmed cases of coronavirus (COVID-19) amongst the school community  10) contain any outbreak by following local health protection team advice  Numbers 8 to 10 must be followed in every case where they are relevant. | | HT  All staff and governors | | 1.9.2020 | x |  |  | |
| 4 | **Keep cohorts together where possible and:**  Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.  Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff.  Ensure that wherever possible children and young people 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. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days.  **For cleaning and hygiene:**  Follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments.  Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.  Ensure that all adults and children:   * frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the [guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public) * clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing. * are encouraged not to touch their mouth, eyes and nose. * use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’).   Ensure that help is available for children and young people who have trouble cleaning their hands independently.  Consider how to encourage young children to learn and practise these habits through games, songs and repetition.  Ensure that bins for tissues are emptied throughout the day.  Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.  Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.  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.  There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.  **Reduce mixing within education or childcare setting by:**  Accessing rooms directly from outside where possible.  Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.  Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.  Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms.  Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time.  Noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules).  **Use outside space:**   * For exercise and breaks * For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff * Although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)   **For shared rooms:**   * Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) * Stagger the use of staff rooms and offices to limit occupancy   **Reduce the use of shared resources**:  By limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff.  By seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently.  Although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts.  **Adjust transport arrangements where necessary including:**  Encouraging parents, children, and young people to walk or cycle to their education setting where possible.  Making sure schools, parents and young people follow the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) when planning their travel.  Ensuring that transport arrangements cater for any changes to start and finish times.  Making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus.  Making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers.  Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example, when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.  Local authorities or transport providers could consider the following:   * Guidance or training for school transport colleagues * Substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers * Cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out * Communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) | | | | Refer to covid action plan and response to infection plan for further controls.  The Headteacher identifies which areas of the school are subject to high people traffic and puts a plan in place to maximise infection control during busy periods, eg, staggered breaktimes.  Class sizes are limited, including the number of teaching staff per class, within safe and suitable staff to pupil ratios.  The Headteacher works with teaching staff to ensure a suitable plan is in place to maximise infection control during class changes, eg, one-way systems and staggered lesson times.  The use of the staff room is limited to avoid unnecessary group gathering, ie, staggered times.  Where pupils and staff cannot follow social distancing arrangements for a particular activity, the Headteacher assesses whether the activity needs to continue – mitigating actions are put in place if continuing the activity is essential.  Children to use equipment on their group table only in KS1.  Parents are kept up-to-date with any information, eg, dates and local arrangements such as pick-up and drop-off via ParentMail.  Staff are informed via email about the relevant information, including any changes to the workday, eg, remote learning, staggered breaks and social distancing.  Parents advised to avoid face to face communication with staff and to use phone or email or dojo to communicate with school.  The Headteacher will limit the amount of time any one person, child or adult, has to be in school to reduce the hazard risk.  Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable  How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:   * grouping children together * avoiding contact between groups * staff maintaining distance from pupils and other staff as much as possible   **Clean hands thoroughly more often than usual**  Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating, after using the toilet. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:   * building handwashing routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them   **Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach**  The ‘catch it, bin it, kill it’ approach continues to be very important, so school will ensure that there is enough tissues and bins available in the school to support pupils and staff to follow this routine.  **Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach**  Points to consider and implement:  School to be thoroughly cleaned every morning.   * School to be thoroughly cleaned every day by metroclean staff. * Staff to be responsible for regular cleaning of frequently touched surfaces in their own classroom bases throughout the day. * toilets will be cleaned regularly and pupils will be encouraged to clean their hands thoroughly after using the toilet | | HT  All staff and governors | | 1.9.2020 | x |  |  | |
| 5 | Ensure all health and safety compliance checks have been undertaken before opening to include all statutory testing (see below) and all local site checks.   * Fire safety systems & Risk Assessment * Gas services * Electrical services * Asbestos services * Hot & cold water services (legionella) * Lifting equipment (Inc. platform and passenger lifts where appropriate) * Pressure vessels and systems. | | | | Refer to covid action plan and response to infection plan for further controls.  The Site Supervisor carries out access checks to the building and perimeters to ascertain security and integrity, identifying any signs of unauthorised access or damage.  The Site Supervisor checks all areas of the school grounds, including the car park and walkways for any potential hazards.  The Site Supervisor checks that all mandatory inspections of gas equipment and electrical mains supply and systems are up-to-date and arranges any required inspections with the School Business Manager.  The Site Supervisor checks that all ventilation systems, including fume extraction systems, are in working order and that there are no blockages present in external or internal vents.  The fire risk assessment is checked to ensure any changes in people movement or access are up to date.  The usual regular fire drills to be carried out.  The Headteacher identifies how social distancing measures are to be observed at evacuation points and communicates this to all staff.  The Site Supervisor to ensure all checks on hot and cold water systems have been carried out prior to school opening to check for legionella and other harmful build-ups.  Areas in school that have to be closed off for deep clean due to a positive Covid-19 infection are clearly identified and not used. | | HT  All staff and governors | | 1.9.2020 | X |  |  | |
| 6 | Schools have in place Secure Covid-19 risk assessments to limit the transmission of corona virus (Covid-19) for a limited number of pupils  Schools have in place wider risk assessments | | | | Refer to covid action plan and response to infection plan for further controls.  **Risk Assessments**  School has already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.  It is a legal requirement that school will revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures.  School will also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).  School will implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level. | |  | | 1.9.2020 |  |  |  | |
| **Important notice:**  This risk assessment should be read and implemented in conjunction with the latest Government Guidance (see below). It is intended as a guide to schools to safely consider all the risks and implement protective measures for the full opening of schools. This risk assessment can be adapted where necessary to suit local conditions. The red coloured text depicts the applicable health and safety updated requirements from the latest guidance below.  Latest Government Guidance:  [**https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)  Previous Government Guidance:  [**https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings**](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)  The risk assessment is based around the controls recommended within the previous guidance, as ‘existing controls’ that each school management team should have considered to meet their local need when welcoming back a limited number of children. There is also a ‘further controls’ element to the council schools risk assessment this highlights in red coloured text the additional health and safety requirements from the latest Guidance for full opening schools.  **Additional guidance:**  **Personal protective equipment (PPE) including face coverings and face masks**  Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.  The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:   * children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way * if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn   Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.  **Shielded and clinically vulnerable children and young people**  For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been [classed as clinically extremely vulnerable due to pre-existing medical conditions](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version) have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.  **Shielded and clinically vulnerable adults**  Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) for more advice.  Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [Staying at home and away from others (social distancing) guidance](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles that can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres 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 have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.  Take into account as for any workplace specific duties to those with protected characteristics, including, for example, expectant mothers who are, as always, entitled to suspension on full pay if suitable roles cannot be found. Particular attention should also be paid to people who live with clinically extremely vulnerable individuals.  **Living with a shielded or clinically vulnerable person**    If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.  If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19), it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home. | | | | | | | | | | | | | |
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| **ASSESSED BY:** | | L Almunshi | **APPROVED BY:** |  | | **REVIEW DATE:** | | March 2021 | | | | |  |
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