Re-Opening Schools/Settings – Coronavirus (Covid-19) Pandemic Risk Assessment V2

On the following pages, you will find an extensive risk assessment which will hopefully provide you with some of the tools to enable your school/setting to 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.

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.

Kym Allan.

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Re-Opening Schools/Settings – Coronavirus (Covid-19) Pandemic Risk Assessment V2

Activity:	Re-Opening Schools/Settings during Coronavirus (Covid-19) Pandemic		Location:	Arnside National School
Assessor:	N Sharp & J Piper	Ref No.:	Distribution:	All staff and Governors
Date:	15.05.2020	Proposed Review Date: 25.05.2020	Signed:	

- **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);
- **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/m aintenance personnel	High	☐ Implement all advice and communicate to pupils/parents, staff and contractors. Currently any person developing a new continual cough or a temperature in excess of 37.8°C whilst at work must be sent home and advice re self-isolating offered Stay at home guidance for households with possible Covid-19 infection ☐ Any person who is considered extremely clinically vulnerable and shielding should continue to shield and will not be expected to attend (Guidance on shielding & protecting extremely vulnerable persons from Covid-19). ☐ 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 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.	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. **Access to Testing:** 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. Parents will be able to call 111 if their child is aged under 5.	Medium

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				☐ 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. ☐ Any person who lives with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance (Staying alert & safe social distancing) and including those who are pregnant, can attend. ☐ Staff **who live alone** and have symptoms of coronavirus illness (COVID-19), however mild, will be directed to stay at home for **7 days** from when their symptoms started. ☐ Those **living with others** 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 **14 days**. The 14-day period starts from the day when the first person in the house became ill. ☐ For **anyone else in the household** 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.	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 (Coronavirus (Covid-19) Getting tested- Essential Workers). 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.	
Any person becoming unwell at school	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/maintenance personnel	High	☐ If anyone becomes unwell with a new, continuous cough, high temperature or loss of taste 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 (Stay at home guidance for households with possible Covid-19 infection). ☐ 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. ☐ 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. ☐ 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 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,	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.	Medium

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				for example from coughing, spitting, or vomiting, then eye protection will also be worn. ☐ In an emergency, we will call 999 if they are seriously ill or injured or their life is at risk. ☐ If a member of staff has helped someone who was unwell with a new, continuous cough, a high temperature or loss of taste, 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 COVID-19: cleaning of non-healthcare settings guidance. ☐ 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: 　- use a vehicle with a bulkhead 　- the driver and passenger should maintain a distance of 2 metres from each other 　- the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so		
There is a confirmed case of coronavirus in a setting	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/m aintenance personnel	High	☐ 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. ☐ Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. ☐ 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. ☐ As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health 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		Medium

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				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	**Deep cleaning for reoccupation -** 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. **Measures for Cleaning/maintenance** ☐ Staff instructed to observe social distancing in line with government guidance. ☐ Staff should ideally change into 'work clothes' on arrival. Work shoes can be left at the workplace for use the following day. ☐ 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. ☐ Tie up long hair. ☐ At the end of the shift, the work clothes should be removed and bagged to take home. 'Home' footwear should be worn. ☐ On returning home, staff should remove their clothes and treat them as a healthcare worker would and place them all in a bin liner. ☐ Hands should be washed thoroughly on return to home. ☐ 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. ☐ Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air. ☐ Carefully clean the outside of the machine and wash hands for 20 seconds with liquid soap and warm water. ☐ Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above or dispose of. ☐ They should then have a shower. ☐ 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.	Share risk assessment with Orian: cleaning and catering Check all staff know the routine for work clothing. Allow space and time for staff to change clothing at work at start and end of day. Suggest use of pillowcase to take work clothing from work to put straight into the washing machine. Train staff to use PPE effectively. Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Refer to PHE COVID-19: cleaning of non-healthcare settings guidance 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. Teaching staff to wipe door handles and Shared surfaces including toilet areas 4x during day. Ensure gloves are available for this. Ensure all classes have a lidded bin for tissues and that the children know to use this for tissues only. Show them how to open it without touching the lid. Additional supplies of bin liners will be required.	Medium

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				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. 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. ☐ Sneeze into a tissue or sleeve NEVER into hands. Wash hands immediately after (as below). ☐ Used tissues will be put in a bin immediately (as above – all waste bins to be lined – preferably double-lined). ☐ 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. ☐ All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including: - objects which are visibly contaminated with body fluids; - all potentially contaminated high-contact areas such as work surfaces, computer keyboards/mice, telephone, toilet areas, door handles, door push plates, bannisters and stairwells. ☐ 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: - use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine or a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants. - if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses. ☐ Avoid creating splashes and spray when cleaning. ☐ Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined above. ☐ When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. ☐ Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of. ☐ 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. ☐ Wherever possible, cleaning and site staff should have their own	Additional bins may be required in toilet areas for the disposal of paper towels where currently hand dryers are used. 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 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. Teaching staff to be responsible for wiping computers/ipads, light switches regularly. NS/MI/SR to clean keypads and entry systems in entrance hall.	

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				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 one location/cupboard for each member of the site team) to avoid all requiring access to one office/store. ☐ 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. ☐ All bins will be lined and the liner removed at the end of the day. Waste will be stored safely and securely kept away from children. ☐ Double bin bags to be placed in the waste bins. ☐ The cleaning supervisor/staff will regularly check stocks of chemicals, bin bags etc. and will requisition additional supplies as necessary. ☐ Staff will be briefed regularly, at least in line with changes to government guidance. **Cleaning throughout the day** ☐ 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. ☐ 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. ☐ Reduce the number or eliminate soft toys which are more difficult to clean. ☐ Frequently touched hard surfaces should be cleaned using normal cleaning products and disposable cloths or anti-viral wipes. ☐ 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. ☐ Ensure that electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use. ☐ Regularly check stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet tissue, bin bags etc. and request additional supplies as necessary. ☐ Ensure disposable tissues are available in each room for both staff and pupils. ☐ Ensure arrangements are in place for the disposal of clinical and general waste where required. ☐ To dispose of waste from people with symptoms of COVID-19, such as disposable cleaning cloths, tissues and PPE:		

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				- Put it in a plastic rubbish bag and tie it when full. - Place the plastic bag in a second bin bag and tie it. ☐ 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. ☐ 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/m aintenance personnel	High	☐ 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. ☐ Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). ☐ Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available but is **not** a substitute for hand washing. ☐ 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. ☐ 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. ☐ Additional hand sanitiser units to be installed in the school where possible at the main entrance to the school and in the dining hall.	Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate. Ensure all sinks have necessary stock & restock as necessary. Sanitise sinks daily. Allocate sinks to individual staff (repeat sinks). E45 cream available for each classroom. Additional waste bins may also be required in toilet areas where paper towels can be disposed of safely.	Medium
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	☐ 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. ☐ When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put PPE on and take it off safely in order to reduce self-contamination. ☐ Removal, cleaning and disposal – as in the cleaning section above. ☐ Where staff are performing intimate care procedures, 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. ☐ 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. ☐ 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' –	Ensure adequate bins and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks. Signage as appropriate.	Medium

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				page 2 above. ☐ 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.		
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	☐ All to observe social distancing in line with government guidance as much as possible (Coronavirus (COVID-19): implementing protective measures in education and childcare settings). ☐ Where possible, limit the areas of the school frequented by each member of staff. ☐ 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 ☐ Staff to work at least 2m apart. Office staff to work in separate offices where possible. Wherever, possible, staff should work from their own 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. ☐ 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. Pupils NOT to use copiers. ☐ 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. ☐ Assign staff to the same shift teams as much as possible to limit social interaction. ☐ 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. ☐ Staff will be briefed regularly, at least in line with changes to government guidance. ☐ 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. ☐ 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. ☐ 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	Daily sanitising as appropriate. Briefings to staff as necessary, particularly as there may be different staff working. Individual staff to be allocated their own classroom. Additional staff in the same room should observe social distancing rules. Individual wipes which can be used by those signing in could be left beside the electronic system with a bin for appropriate disposal after each use.	Medium

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				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. ☐ As much as possible, keep groups of staff working together in teams that are as small as possible.		
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	☐ We will continue to have regard to statutory guidance 'Keeping Children Safe in Education' 2019 ☐ 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. ☐ We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. ☐ 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. ☐ 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. ☐ Where a vulnerable child has a social worker and fails to attend school, we will contact the social worker concerned. ☐ 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. ☐ 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. ☐ We will aim to have vulnerable children in school on a full-time basis, wherever possible.		Medium
Inappropriate arrangements for opening the school to pupil groups	Infection spread leading to serious respiratory illness, death	All building users	High	**Preparations will need to agreed and implemented for re-occupation by pupils and increased staff numbers.** **Arrival and finish times** ☐ 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. All parents will be asked to confirm this	The Government have created an Initial Planning Framework for Schools (Opening schools for more children and young people: initial planning framework for schools in England) 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	Medium

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				when dropping off their child. ☐ We will encourage parents and pupils to walk or cycle to school where possible. ☐ 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. ☐ Check details of who is eligible to drop off/collect children – they may be different. ☐ 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. ☐ 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. ☐ Books, toys or equipment must not be transferred between home and school. ☐ Children could be provided with their own labelled pencil pot, pens and pencils for use only when they are in the school. ☐ Parents will be advised to wipe the lunchbox and bottle with anti-viral wipes before coming to school and once their child returns home. ☐ Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of COVID-19 in which case it will be disposed of in accordance with the guidance on cleaning for non-healthcare settings. ☐ 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. ☐ Children will be collected from the playground 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. ☐ At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff. ☐ 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	choose to develop their own plans along with and the Planning guide for primary schools guide to provide a step by step guide.. Arnie's / Breakfast club sessions for Key Worker pupils only. Individuals displaying symptoms of COVID-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection) Children must only bring a lunchbox and drink bottle. No bags. Use of school playground for drop-off/pick-up to allow parents to space out more effectively. Where it is possible to do so, different entrances will be allocated to different cohorts of children. Pupils to wear school jumper / t-shirts and the option of active trousers to allow for PE sessions. Where children find it difficult to understand the need for social distancing, limit the number of children in each cohort to provide more space. Tape off drinking stations and disinfect classroom taps. In year 6, each pupil has their own desk and therefore there will be little risk to the next person to them since it is always the same person. Cohorts to use the toilet separately and	

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
				School meals who will be catered for in the school/setting along with those children of key/critical workers who may be in school more frequently and for longer. ☐ 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. ☐ 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 (Coronavirus (COVID-19): safer travel guidance for passengers). ☐ 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. **Movement around the school** ☐ 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. ☐ Floor marking tape should also be used where queues may develop indicating 2m spacing. ☐ Consideration will be given to pupils being permitted to wear active trousers to allow pupils to undertake on site PE lessons as opposed to the strict school uniform. ☐ Normal shielding will be used for office staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross. ☐ 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 will be provided for the disposal of the used wipes. **During the school day** ☐ 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. ☐ 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. ☐ 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. ☐ Wherever possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at	then cleaned before the other cohorts use them. Songs and rhymes will be used to encourage hand washing in early years e-Bug 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.: - Horrid hands - Super sneezes - Hand hygiene - Respiratory hygiene - Microbe mania 'Catch it, bin it, kill it' posters to be displayed in relevant areas. Year 6 to use Individual headphones Ensure supplies of 'Milton' or similar are available. Where pupils are in attendance throughout the day, school will offer meals for those children, and meals should be available free of charge where pupils meet the free school meal (FSM) eligibility criteria. Provision of food vouchers for those eligible under the benefits criteria will also continue to be available where needed. No assemblies. Quarantine room – Headteacher's office. Staff to read behaviour policy addendum.	

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
				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. ☐ 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 classroom which should be disinfected after use by each cohort. ☐ 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. ☐ 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. ☐ Vulnerable children and children of critical workers in other year groups will also be split into small groups of no more than 15. ☐ Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be 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. ☐ 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. ☐ It is, however, more realistic to ensure that cohorts of pupils are kept apart and not allowed to mix, both during the school sessions and at play/break times. ☐ 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. ☐ In planning the room and zones, we will ensure that fire escape routes		

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

				are not compromised.
				☐ Spaces used will be well ventilated using natural ventilation where possible.
				☐ 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.
				☐ 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 regularly cleaned using normal cleaning products. 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.
				☐ 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:
				  - throughout the day/session;
				  - after coughing or sneezing;
				  - after using the toilet;
				  - before and after eating including snack time.
				☐ 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 used for tissues will be emptied throughout the day and particularly between each cohort.
				☐ 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.
				☐ 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
				☐ Consideration will be given to reducing the amount of dressing up clothing and other fabric items in the classroom.
				☐ 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.
				☐ Where possible, external doors from classrooms will be used to access		

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
				outside areas thus reducing the need to use internal areas. ☐ Wooden equipment will be taken out of use or used intermittently – every 3 days – to reduce the risk of cross contamination. ☐ Lunchtimes will be spaced/staggered to reduce the risk of cohorts coming into contact with each other. ☐ 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. ☐ 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. Year 6 Pupils to bring in their own headphones/earphones. ☐ 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. ☐ 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. ☐ 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. ☐ Deliveries will be kept to a minimum and we will limiting those accepting and putting away deliveries. ☐ 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. ☐ 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. ☐ 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. ☐ 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. ☐ 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. ☐ 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		

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

				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.
				
				Curriculum
				
				☐ 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 (Early Years Foundation Stage Framework).
				☐ 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.
				☐ Where year groups are returning to school, we will:
				  - consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn;
				  - assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks;
				  - 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);
				  - 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.
				☐ 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 - Remote education during Coronavirus (Covid-19).
				☐ In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school.
				
				Behaviour		

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
				☐ 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. ☐ Areas schools may wish to add to their behaviour policy are: - following any altered routines for arrival or departure; - following school instructions on hygiene, such as handwashing and sanitising; - following instructions on who pupils can socialise with at school - moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing); - expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands; - tell an adult if you are experiencing symptoms of coronavirus; - rules about sharing any equipment or other items including drinking bottles; - amended expectations about breaks or play times, including where children may or may not play; - use of toilets; - clear rules about coughing or spitting at or towards any other person; - clear rules for pupils at home about conduct in relation to remote education; - rewards and sanction system where appropriate. ☐ Identify any reasonable adjustments that need to be made for students with more challenging behaviour. ☐ 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.		
Inadequate staffing ratios	Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision	Staff and pupils	High	☐ To calculate staff ratios, consider: - How many staff do you have available to work in school? - How many teachers do you have available to work in school? - How many support staff including teaching assistants do you have available for work in school? - Do you have a head or deputy available for work in school? - Do you have at least one person with paediatric first aid training available for work in school? - Do you have at least one person with up to date Designated Safeguarding Lead (DSL) training available to work in school? - Do you have your special educational needs coordinator available for work, or an alternative staff member who could take on this role?	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 'Safeguarding in schools' For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage Framework	Medium

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

				- Do you have a caretaker and/or cleaning staff, and if necessary at least one office staff member available during the school day?
				☐ 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.
				☐ 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):
				  - Children aged 3 and over with QTS status – 1:13
				  - Children aged 3 and over without QTS status 1:8
				☐ We have contingency plans in place should staff be absent as a result of COVID-19
				☐ Our possible approaches to managing a shortfall in staffing include:
				  - 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;
				  - asking suitably experienced teaching assistants who are willing to do so to work with groups under the supervision of a teacher;
				  - 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.
				☐ 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. T*he 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.*
				☐ Key telephone numbers of all available DSL's/deputies to be displayed in school.
				☐ Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty.
					continue to apply as set out here, and these ratios should be used to group children.
					
					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.	

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
				☐ 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 this can be done safely – PPE, vigilant personal hygiene etc.		
Visiting children in their own homes and contact with COVID-19 virus	Infection spread leading to serious respiratory illness, death	Staff	High	☐ Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children's social care settings, including the use of PPE		Medium
Visitors & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/maintenance personnel	High	☐ Visitors to the premises will be discouraged. Visitors will be by appointment only. ☐ Access to contractors/external maintenance personnel will only be granted by arrangement for **essential maintenance / statutory inspection** needs only (guidance on what statutory inspections must take place is available here) – see also 'Maintenance' – Part 2 below. ☐ **In an emergency situation** where access is required urgently to undertake maintenance - appropriate hygiene and social distancing arrangements must be followed. ☐ 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. ☐ 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). ☐ If visitors are they required to sign a touch screen, anti-viral wipes must be available along with a bin for disposal. ☐ Lettings (private hire) should be put on hold for the time being.	Use ipad for signing in but have anti-viral wipes next to the ipad to wipe clean after each use. Have a lidded bin situated next to this. Have a reminder next to sign in to people to wash their hands immediately on arrival at school.	Low
Lack of wellbeing management for pupils	Mental ill health	All pupils	High	☐ School staff will need to consider how to support: - individual children who have found the long period at home hard to manage - those who have developed anxieties related to the virus - those about whom there are safeguarding concerns - those who may make safeguarding disclosures once they are back in schools - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. ☐ Staff may wish to provide: - opportunities for children to talk about their experiences of the past	Have a member of staff available to listen to children's anxieties/unpack their week.	Med

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
				few weeks - opportunities for one-to-one conversations with trusted adults where this may be supportive - some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe - pastoral activity, such as positive opportunities to renew and develop friendships and peer groups - other enriching developmental activities ☐ 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. ☐ 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	☐ 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. ☐ 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. ☐ 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).	Staff to be given opportunities to discuss their anxieties with SLT. Staff encouraged to work shorter hours. Staff supported with flexible working to help with home issues.	Med

	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	☐ 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. ☐ 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. ☐ 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. ☐ Review site staff cover to ensure the site is safe – including the operation of intruder and fire alarms. ☐ Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security / access procedures, emergency and fire risk etc. ☐ Clarify means of summoning emergency assistance, particularly when operating social distancing. ☐ Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc. ☐ Access to essential contractors / statutory inspections will need to be considered and managed. ☐ 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. ☐ Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted.	Refer to advice on Fire safety in new and existing school buildings Revise fire drill/lock-down procedure and have a practice in the first week. Training for staff using PPE and dealing with a sick child. Make available the codes on and off site and ensure all know how to access should it be required. Ensure key staff know gas, water & electric cut-off points and how to operate them. Review fire doors appropriate to setting.	Low

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
				However, 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. ☐ 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. ☐ Ensure fire doors to rooms not being used are closed. ☐ 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. ☐ At the end of each day, **ALL** fire doors **must** be closed. Wipe down contact points with a proprietary cleaning product ready for the next day.		
Lack of building/ property maintenance – preparing to re-open	Faulty equipment services leading to injury or death	All building users, contractors/maintenance personnel	High	**Health & Safety Inspection:** ☐ 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, grounds and equipment concerned. **Fire Safety Systems:** ☐ In terms of reoccupation, all relevant fire safety equipment and systems must be tested **before** employees and others are allowed back on site. This would typically include: - a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate); - a full discharge test of the emergency lighting system across the site; - a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged; - checking that fire escape routes are clear of any obstructions; - checking that final fire escape doors are unlocked and operational; - checking the operation of internal fire doors to ensure that they close properly; - checking that automatic fire dampers, smoke venting and smoke extraction systems are operational. **Water management – control of Legionella bacteria:** ☐ Where water systems have been completely taken out of use, or only partially used for an extended period of time (which could be as little as two or three weeks), there is an increased risk that Legionella bacteria could have multiplied to hazardous concentrations. As such, there are a	H&S governor to complete site safety check before school opening.	Low

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
				number of factors that need to be considered when bringing the water system back into use: - Firstly, the system should be thoroughly cleaned, flushed and disinfected. To confirm the effectiveness of cleaning, flushing and disinfecting measures, microbiological sampling should then be undertaken, between two and seven days after the system is refilled. Duty holders should also conduct temperature checks on designated outlets, i.e. sentinel taps, etc (as outlined in the written scheme) to ensure that the system is performing as expected. - It is also important to remember that, prior to any cleaning, flushing or disinfection work, a site-specific risk assessment and method statement should be developed. In particular, control measures need to be established to protect those undertaking initial flushing, due to the risk of them being exposed to Legionella from contaminated aerosols. **Asbestos Containing Materials (ACMs):** ☐ 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. **Restarting plant and equipment:** ☐ 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. **Statutory inspections:** ☐ Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)' they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory		

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
				inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings. ☐ 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. **Training and supervision:** ☐ 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. ☐ 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. **Routine In-House Maintenance** ☐ Testing of fire Manual Call Points (MCPs) – weekly on a rota system; ☐ Testing of Emergency Lights – monthly; ☐ Checking fire-fighting equipment – monthly; ☐ Checking fire doors and fire exits; ☐ Conducting fire drills – usually termly; ☐ Temperature testing of sentinel outlets (those closest, intermediate & furthest away from the water tank or calorifier) – monthly; ☐ Flushing of all hot and cold outlets including showers, spray taps and bib taps – weekly; ☐ Disinfection of shower/spray tap heads – termly; ☐ Visual inspection of any outdoor playground equipment and surfacing – daily (informal); ☐ Visual inspection of any outdoor playground equipment and surfacing – weekly; ☐ Fridge temperature testing – daily for general school use or twice daily for commercial kitchens; ☐ Freezer temperature testing – daily; ☐ 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
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: • Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers • Coronavirus (COVID-19): implementing protective measures in education and childcare settings • Actions for schools during the coronavirus outbreak • Actions for early years and childcare providers during the coronavirus outbreak • Critical workers who can access schools or settings • Opening schools for more children and young people: initial planning framework for schools in England • Stay at home guidance for households with possible Covid-19 infection • Guidance on shielding & protecting extremely vulnerable persons from Covid-19 • Staying alert & safe social distancing • Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak • Coronavirus (Covid-19) Getting tested- Essential Workers • Providing free school meals during the coronavirus outbreak • COVID-19: cleaning of non-healthcare settings guidance • Coronavirus Covid-19 safer travel guidance for passengers • Coronavirus Covid-19 Safer transport guidance for operators • Safe working in education, childcare and children's social care settings, including the use of PPE • HSE Face Fit Testing Guidance • How to wear & make a cloth face covering • Early Years Foundation Stage Framework • Remote education during Coronavirus (Covid-19) • DfE Managing school premises during the coronavirus outbreak • Preparing for the wider opening of schools from 1 June • Planning guide for primary schools	18.5.20	22.5.20	Y	22.5.20