



# **HEALTH AND SAFETY RISK ASSESSMENTS** (WILLIAM BYRD PRIMARY ACADEMY)

A toolkit to support leaders as they reopen schools



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## COVID-19: Health and safety risk assessment

Please note: this risk assessment has been undertaken in conjunction with the guidance on school reopening issued by the Department for Education as follows:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

[Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment \(PPE\)](#)

<b>School name:</b>	WILLIAM BYRD PRIMARY ACADEMY
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<b>Assessment conducted by – name:</b>	Tracey Hemming
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<b>Covered by this assessment:</b>	Star staff, pupils, contractors, visitors, volunteers, vulnerable people
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<b>Assessment conducted by – job title:</b>	CEO
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<b>Assessment date:</b>	01/09/2020	<b>Review date:</b>	28 <sup>th</sup> October 2020	<b>Date of next review:</b>	Click or tap to enter a date.
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**Note:** Risks assessments must be reviewed quarterly, whenever there is a significant change in the activity and following any incident. Risk assessments must be retained for a period of 6 years.

Related documents
<p><b>Government guidance:</b></p> <p><a href="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</a></p> <p><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></p> <p><a href="#">Safe working in education, childcare and children’s social care</a></p> <p><a href="#">Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</a></p> <p><a href="#">Actions for schools during the coronavirus outbreak</a></p> <p><a href="#">Coronavirus (COVID-19): Education and childcare</a></p> <p><a href="#">COVID-19: cleaning in non-healthcare settings</a></p> <p><b>Joint Union Guidance:</b></p> <p><a href="https://neu.org.uk/media/11476/view">https://neu.org.uk/media/11476/view</a></p>

### Risk Matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	H
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L



Minor: Causes physical or emotional discomfort.	M	L	L
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Area for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further measures required/ comments (including by whom and by when)	In place? (Yes/No)	Residual risk rating (H/M/L)
<b>Infection control</b>						
<b>Spread of COVID-19 due to poor hygiene and infection control</b>	H	<ul style="list-style-type: none"> <li>Current government guidance is being applied, and specifically the 9 PHE system of control measures set out in the latest government guidance are in place as follows:</li> </ul> <p><b>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</b></p> <p>The information below is included in the school's reopening plan. This information is issued at staff and pupil briefings and in letters home to parents:</p> <ul style="list-style-type: none"> <li>Anyone with symptoms must remain at home and self-isolate for at least 10 days from testing positive. Anyone in their household needs to self-isolate for 14 days (including siblings).</li> <li>Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible and if positive follow track and trace protocols.</li> <li>A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids.</li> <li>If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else.</li> <li>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with disinfectant after they have left to reduce the risk of passing the infection on to other people.</li> <li>Do not routinely take the temperature of pupils.</li> </ul> <p>In addition:</p>	Y	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>Hand washing schedules in place for each class/bubble</li> <li>Designated toilets/handwashing station identified for each bubble.</li> </ul> <p style="background-color: yellow;">Retraining of staff in establishing what constitutes contact and revisiting the</p>	Y	L



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		<ul style="list-style-type: none"> <li>• Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of coronavirus occurs and can be mitigated.</li> <li>• Infection control training is arranged for all staff.</li> </ul> <p><b>2. Clean hands thoroughly more often than usual</b></p> <ul style="list-style-type: none"> <li>• Handwashing / sanitising is scheduled into the school day. It takes place <b>as a minimum</b>: when pupils, staff or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used.</li> <li>• It is defined which bubbles are using which toilets and sinks.</li> <li>• A tick sheet/ board is maintained when handwashing has taken place as a visual reminder.</li> <li>• Handwashing routines are re-taught to pupils using suitable materials.</li> <li>• Checks are scheduled at regular intervals during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school.</li> </ul> <p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b></p> <p><b>4. Ventilation</b></p> <ul style="list-style-type: none"> <li>• natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) Windows and doors are kept open at all times when there is occupancy.</li> <li>• Mechanical ventilation is kept on constantly when rooms are in occupancy.</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p>		<p>DFE guidance for self-isolation contact.</p>		



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		<ul style="list-style-type: none"> <li>- opening high level windows in preference to low level to reduce draughts</li> <li>- increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>- providing flexibility to allow additional, suitable outdoor clothing.</li> <li>- rearranging furniture where possible to avoid direct drafts</li> <li>- Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> <li>• Posters are in place that remind pupils and staff about the approach and the importance of handwashing and are displayed around the school, particularly by washbasins/ toilets and at entry/exit points</li> <li>• The location of lidded bins around the school is checked on, and more are ordered if necessary.</li> <li>• A schedule for bins to be emptied / disinfected is in place and is adhered to.</li> <li>• Pupils using public transport are reminded of the need to wear face coverings/masks.</li> <li>• A stock of masks is maintained and made available for staff who can't socially distance (for use if they are required to provide first aid / intimate care to pupils with COVID-19 symptoms) and for pupils who do not have a mask for use on public transport.</li> </ul> <p><b>5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents</b></p> <ul style="list-style-type: none"> <li>• The school's facilities manager ensures delivery of the induction package to cleaning staff so they fully understand their role in preventing the spread of coronavirus.</li> <li>• The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met.</li> <li>• Stock checks and stock control are maintained.</li> </ul> <p><b>6. Minimise contact between individuals and maintain social distancing wherever possible</b></p>				



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		<ul style="list-style-type: none"><li>• Bubbles are extended to full year group size.</li><li>• Staff are kept consistent with each bubble as far as possible.</li><li>• Staff keep within 2 m front facing box where possible.</li><li>• TAs wear PPE when supporting individual pupils.</li><li>• Senior Leaders are kept to 2m distance when visiting/observing classes</li><li>• As many meetings as possible are held virtually on Teams rather than face to face. Where this is not possible strict 2m distancing is in place and all normal control measures are taken in the meeting room.</li><li>• In class, furniture is arranged so that children are facing forwards and sitting side by side.</li><li>• Any furniture that is surplus to requirements is removed.</li><li>• As far as possible, children are taught not to touch each other or staff. This will involve re-learning about play time.</li><li>• No more than one year group ever occupies a shared space (hall, playgrounds, dining room etc.) at one time.</li><li>• Staggered start and finish times, staggered break times and staggered lunch times are implemented.</li><li>• All entry gates are being used to support social distancing at drop-off and pick-up times.</li><li>• Children are taught in age appropriate ways about coronavirus, how it is spread and how they can play their part in keeping everyone safe.</li><li>• For each class, basic equipment (such as pen/ pencil/ eraser/ ruler) that pupils routinely need is collated and kept in separate named bags on desks. Each pupil keeps this bag of equipment for their own use.</li><li>• Resources are boxed, including library books, that are needed for particular classes, to avoid pupils using shared areas such as the school library.</li></ul> <p><b>7. Where necessary, wear appropriate personal protective equipment (PPE)</b></p> <ul style="list-style-type: none"><li>• The school continues to maintain and monitor stocks of PPE and has access to supplier lists.</li><li>• Emergency PPE packs are available in each classroom.</li></ul>				



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		<ul style="list-style-type: none"> <li>• Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE.</li> <li>• Gloves and aprons are provided for cleaning staff.</li> <li>• Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 case.</li> <li>• Stocks of PPE are regularly monitored and replenished</li> <li>• Staff wear PPE when not in the classroom and in communal areas.</li> <li>• TAs wear PPE when supporting individual pupils</li> </ul> <p><b>8. Engage with the NHS Test and Trace process</b></p> <ul style="list-style-type: none"> <li>• School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of them. Special advice sheets are prepared in the event that a child is sent home with symptoms, for the parents of that child and other members of the bubble.</li> <li>• Staff induction for return to school includes information about the NHS Test and Trace process.</li> </ul> <p><b>9. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <ul style="list-style-type: none"> <li>• Contact details for DFE hotline and local Public Health England team and local authority are readily to hand.</li> <li>• A clear process is in place for notifying the DFE hotline and local health protection team and the local authority of any cases that test positive.</li> <li>• A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date.</li> <li>• Use is made of any template letters provided by Public Health England / local authority as directed locally.</li> </ul> <p><b>10. Contain any outbreak by following DFE health protection team advice</b></p> <ul style="list-style-type: none"> <li>• Advice provided by the DfE health protection team is acted on immediately.</li> </ul>				



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		<ul style="list-style-type: none"> <li>• Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England.</li> <li>• Staff and students have a duty to contact NHS track and trace upon getting a positive test</li> </ul>				
<p><b>Pupils operate in discrete year group 'bubbles' but there are risks of these bubbles mixing at certain times</b></p>		<ul style="list-style-type: none"> <li>• Current government guidance is being applied.</li> <li>• Each discrete year group 'bubble' remain in their own classrooms where most of their learning will take place.</li> <li>• Pupils observe hygiene guidance and wash hands frequently.</li> <li>• Teachers moving between groups comply with social distancing and hygiene guidance.</li> <li>• Timetable and arrangements for each bubble avoid contact between bubbles when moving outside their designated space.</li> <li>• Staggered arrival and leaving times; break times and lunch times are in place.</li> <li>• SLT avoid interaction with students in different bubbles where possible and use PPE and strict 2m social distancing guidelines.</li> </ul>	Y		Y	L
<p><b>Maintaining effective social distancing to prevent spread of COVID-19</b></p>		<ul style="list-style-type: none"> <li>• Current government guidance is being applied.</li> <li>• Pupils are operating in discrete year group 'bubbles'.</li> <li>• Expectations of social distancing are established and communicated to all staff and relevant pupils . For pupils this includes expectations within and outside their bubble.</li> <li>• For teachers this includes expectations on social distancing at all times, and the wearing of PPE when moving between bubbles and in communal spaces.</li> <li>• Staff and pupils are regularly reminded about social distancing.</li> <li>• Clear social distancing signage is in place throughout the school.</li> <li>• Arrangements have been made for assigned pupils and staff only to mix in their consistent group or 'bubble'.</li> <li>• Supervision and staggering of break times prevents pupils from different bubbles from mixing in toilets.</li> <li>• Arrangements for the provision of PPA do not undermine the integrity of any bubble.</li> <li>• Where necessary, classrooms have been remodelled so that pupils are in rows facing the front.</li> <li>• Spare chairs and desks have been removed.</li> </ul>	Y		Y	



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		<ul style="list-style-type: none"> <li>• Classrooms are well-ventilated and mechanical ventilation has been checked and signed off (see additional section below)</li> <li>• Outdoor learning is incorporated into the curriculum where possible, although outdoor play equipment must not be used without thorough cleaning between usage of pupils from different 'bubbles'.</li> <li>• No contact sports will take place during PE lessons or at playtimes.</li> <li>• Floor markings clearly demarcate social distancing measures in areas where queues may form (e.g. dining room, corridors, reception).</li> <li>• Whole staff meetings, congregational assemblies and other large gatherings are cancelled. The maximum group size in which pupils can be brought together is one year group, but class group bubbles are kept at least 2 metres apart.</li> <li>• Signage is in place to deter parents from gathering at the school gate.</li> <li>• Restrictions are placed on the number of staff using staff rooms and communal working spaces at any one time.</li> <li>• Arrangements are put in place in kitchens to remind staff of the need to work separately from each other.</li> <li>• Increased supervision levels for younger pupils support social distancing during lessons and at social times.</li> <li>• Access to toilets is planned and managed to avoid large groups/queues from forming.</li> <li>• Activities that involve shared resources/equipment are avoided.</li> <li>• Where possible, one-way systems are implemented for circulation. Routes are clearly marked with appropriate signage.</li> <li>• Appropriate signage and floor markings are in place to protect reception staff so that they can remain at a distance of 2m from any visitors. Where possible, they are further protected by screens.</li> <li>• Dining area layouts are configured to ensure separation of diners. Tables/chairs are cordoned off where distancing is not possible.</li> </ul>				



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		<ul style="list-style-type: none"> <li>• Breaks are staggered (where necessary) and designated areas are used by particular groups of pupils during social times (both inside and outside the building).</li> <li>• Pupil behaviour policy has been reviewed and updated in light of the new discrete class group bubble arrangements and social distancing with clear sanctions in place for anyone ignoring or deliberately flouting the rules, including exclusion where required.</li> <li>• SLT closely monitor compliance with the bubble arrangements and social distancing and adjust procedures where necessary.</li> </ul>				
<p><b>There is a member of staff or pupil with suspected COVID-19 symptoms in school</b></p>		<ul style="list-style-type: none"> <li>• Current government guidance is being applied.</li> <li>• The school engages fully with the NHS Test and Trace process and staff and parents understand and act on their obligations under NHS Test and Trace to get tested if they show symptoms of COVID-19</li> <li>• Advice is sought from the local public health protection team and acted on according to the result of the test. If the test is positive this may mean sending other pupils in the bubble home to isolate together with staff members who may have been in close contact as defined in the latest government guidance (families of staff/pupils without symptoms do not need to self-isolate unless the staff member/pupil develops symptoms). Staff need to keep lesson seating plans available to establish contact candidates.</li> <li>• Negative test changes:               <ul style="list-style-type: none"> <li>• If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.</li> </ul> </li> <li>• Positive test changes:               <ul style="list-style-type: none"> <li>• The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.</li> </ul> </li> </ul>	Y			



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		<ul style="list-style-type: none"> <li>• Staff, pupils and parents have been briefed regarding the need to self-isolate with symptoms or if anyone in household has symptoms in accordance with the latest government guidance.</li> <li>• Procedures are in place to ensure that staff, pupils or visitors do not enter the school if: they have COVID-19 symptoms/ live with someone who has COVID-19 symptoms / have been told to self-isolate by a healthcare professional until is safe to do so according to the latest government guidance.</li> <li>• Any staff/pupils who become unwell at school must be isolated immediately and sent home as soon as possible with arrangements made for them to take a test under NHS Test and Trace.</li> <li>• A room and separate toilet have been designated to accommodate any suspected case whilst they are waiting to be collected. Additional spaces have been identified in the event of multiple simultaneous cases arising.</li> <li>• Arrangements are in place for staff supervision of any pupil displaying COVID-19 symptoms (2m distancing should be observed and where this is not possible, they should wear suitable PPE).</li> <li>• Staff and pupil absence related to COVID-19 is monitored and carefully tracked so that no pupils or staff are accepted back into school before the incubation timeline has elapsed as set out in the latest government guidance.</li> <li>• Arrangements are in place to notify the Trust/Local Authority of any pupils or staff who test positive for COVID-19.</li> <li>• Pupils suspected of having COVID-19 will be sent home until confirmation of a test result under NHS Test and Trace is received and advice is received from the local health protection team.</li> </ul>				
Access to/egress from site		<ul style="list-style-type: none"> <li>• Arrangements for dropping off and picking up pupils have been reviewed. Staggered arrivals/pick-ups have been scheduled.</li> <li>• Parents have been told to avoid getting out of cars where possible and to avoid congregating at the school entrance.</li> <li>• Parents have been asked to wear face coverings at all times when on the school site</li> <li>• Only 1 adult should drop-off/pick up children</li> </ul>	Y	Most areas are marked out and just one area which needs some attention to avoid cross-over of parents.	yes	



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		<ul style="list-style-type: none"> <li>• Only parents of EYFS and KS1 children are permitted to enter the school site. KS2 children must be dropped off at their designated gate/door</li> <li>• Staff, pupils and parents have been briefed regarding new arrangements, including staggered start/finish times.</li> <li>• The number of entrances and exits to be used has been maximised. Separate managed entrances/exits are used for different groups.</li> <li>• Outside doors are used to access classrooms directly where these are available.</li> <li>• No non-essential visitors are admitted to school.</li> <li>• Procedure is in place for receptionist to check that no one enters the school who has COVID-19 symptoms or lives with someone who has COVID-19 symptoms.</li> <li>• Staff, where possible, use their ID badge to sign in hands-free.</li> <li>• If the signing in screen is used, the member of staff is directed to use hand sanitiser before and after using the touch screen.</li> <li>• The signing in touch screen is cleaned frequently with disinfectant wipes.</li> <li>• A dedicated waiting area and meeting room is made available for visitors, adjacent to reception where possible.</li> <li>• Protocols are agreed with transport provider(s) to reflect social distancing so that pupils do not sit next to each other on buses /in contracted taxis unless they are in the same 'bubble'</li> <li>• Recommendations are made to parents/pupils to avoid using public transport where possible.</li> <li>• Designated person(s) are assigned to receive deliveries.</li> <li>• Deliveries are managed effectively in a timely manner, with recipients adhering to social distancing and wearing PPE where appropriate.</li> </ul>				
<p><b>Lack of / incorrect use of PPE or inappropriate disposal leading to increased risk of infection</b></p>		<ul style="list-style-type: none"> <li>• The latest government guidance on wearing PPE in schools is applied.</li> <li>• Guidance has been issued to staff around need for and how to put on and take off PPE correctly.</li> <li>• The need for PPE in some circumstances, such as providing intimate care, will be subject to a thorough individual risk assessment.</li> </ul>	Y	<ul style="list-style-type: none"> <li>•</li> </ul>		



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		<ul style="list-style-type: none"> <li>• Adequate supplies of PPE are secured for staff where risk assessment identifies wearing of PPE is required.</li> <li>• Spill kits are available to be used when cleaning visible bodily fluids produced by a person with coronavirus (COVID-19) to reduce the risk of contamination.</li> <li>• Guidance has been issued regarding the correct disposal of PPE.</li> <li>• Staff will be provided with face masks if specifically required. Gloves and aprons will also be available if required.</li> <li>• Each classroom is provided with cleaning wipes and hand sanitiser</li> </ul>				
<b>Staff and pupil wellbeingL</b>						
<b>Staff and pupils (or close family members), which current evidence suggests, have increased vulnerability to infection or poorer outcomes from COVID-19</b>		<ul style="list-style-type: none"> <li>• The latest government guidance is applied.</li> <li>• The assumption that most staff and pupils, including those who have been shielding, are clinically vulnerable or are extremely clinically vulnerable will return to school is communicated clearly.</li> <li>• An audit has been undertaken to assess the vulnerability of staff (and close family members), including those who are extremely clinically vulnerable and clinically vulnerable.</li> <li>• An audit has been undertaken to assess the vulnerability of pupils (and close family members).</li> <li>• Separate risk assessments have been undertaken for staff and pupils who are clinically vulnerable, or who have family members who are extremely clinically vulnerable and clinically vulnerable.</li> <li>• Discussions are held with staff and parents where specific circumstances may apply in line with the latest government guidance, and decisions are made accordingly on attendance at school.</li> <li>• Provision of support and individual risk assessments are put in place as necessary for individuals and groups in the school that are at increased risk from COVID-19 because of contextual factors (e.g. staff and pupils who are BAME, staff who are aged 55 or over).</li> <li>• It is expected that the imposition of the 9 Elements of control will lead to a safe environment and that all staff will attend their roles at school.</li> </ul>	Y			L



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Attendance for self-isolating and shielding pupils		<p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:</p> <ul style="list-style-type: none"> <li>• they have had symptoms or a positive test result themselves</li> <li>• they live with someone that has symptoms or has tested positive and are a household contact</li> <li>• they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October.</li> <li>• The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a statement on schools and childcare reopening which states that there is a very low rate of severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician.</li> <li>• All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.</li> <li>• In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school.</li> <li>• Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in the attendance register.</li> </ul>	Y	<ul style="list-style-type: none"> <li>•</li> </ul>		L



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		<ul style="list-style-type: none"><li>• Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised</li></ul>				



Area for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further measures required/ comments (including by whom and by when)	In place? (Yes/No)	Residual risk rating (H/M/L)
<b>Mental health concerns for staff and pupils due to COVID-19</b>		<ul style="list-style-type: none"> <li>• Wellbeing/mental health issues are discussed with pupils during PSHE/assemblies and at other appropriate opportunities.</li> <li>• A 'Recovery' package is in place for at least the first 2 weeks of term.</li> <li>• DSL will be provided with additional time during first half term to provide support to staff and children regarding any new safeguarding or welfare concerns and the handling of referrals to social care/other agencies.AS</li> <li>• Age-appropriate websites/resources are provided for pupils. Staff direct pupils to these resources and are open to discussing them.</li> <li>• Staff are directed to useful websites and resources that they might find helpful themselves.</li> <li>• Line managers stay in touch regularly with staff and check that they are well.</li> <li>• Staff briefings and training focus on wellbeing, recognising the importance of their own wellbeing and that of their pupils.</li> <li>• Appropriate work plans are agreed with staff and support is provided where necessary.</li> <li>• Staff working from home help to provide remote learning for any pupils who are not at school.</li> <li>• Staff are considered as individuals and managed accordingly.</li> <li>• Wellbeing and work-life balance are promoted with all staff.</li> <li>• The school has access to trained staff who can deliver any bereavement counselling and support.</li> </ul>	Y	<ul style="list-style-type: none"> <li>•</li> </ul>		L
<b>Operational issues</b>						
<b>Existing site maintenance regimes are not up to date and/or all systems are not operational</b>		<ul style="list-style-type: none"> <li>• Current government guidance is being applied.</li> <li>• All utilities and systems (including gas, heating, water supply, mechanical and electrical systems and catering equipment) have been re-commissioned before reopening as would have been the case after a long holiday period.</li> <li>• Where water systems have not been maintained in line with required schedules, they have been chlorinated, flushed and certified by a specialist contractor prior to reopening.</li> <li>• Pest control is being utilised where necessary.</li> <li>• Ventilation systems have been tested and any practical improvements to improve ventilation have been put in place</li> </ul>	Y	Site has been brought up to date including extensive cleaning of the air conditioning system.	Yes	L



Area for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further measures required/ comments (including by whom and by when)	In place? (Yes/No)	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>A health and safety site inspection will take place prior to reopening.</li> </ul>				
<b>Current policies and procedures have not been adapted/updated to take account of COVID-19 impact</b>		<ul style="list-style-type: none"> <li>Existing policies and procedures have been updated/adapted to take account of COVID-19 impact.</li> <li>Fire procedures have been reviewed and revised where required, e.g. due to:               <ul style="list-style-type: none"> <li>pupils operating in year group bubbles</li> <li>possible absence of Fire Marshalls</li> <li>social distancing rules during evacuation and at muster points</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Incident controller and Fire Marshalls have been trained/ briefed appropriately.</li> <li>A staff rota for additional Fire Marshalls has been drawn up to cover any absences. Any additional staff temporarily taking on the role have been briefed accordingly.</li> </ul>	Y		Yes	L
<b>Third party contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>		<ul style="list-style-type: none"> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction) and these have been reviewed.</li> <li>Contact details are taken of any third parties on site for track and trace</li> </ul>	Y		Yes	L
<b>Staff shortages due to absence may compromise operational safety</b>		<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is regularly updated so that deployment can be planned.</li> <li>All SLT/senior staff members are briefed on each other's roles in order to avoid any single point of failure.</li> <li>Sufficient cover/supply staff are available.</li> <li>Roles have been reallocated to cover any critical functions where appropriate. Staff have appropriate competences and training to fulfil their roles.</li> </ul>	Y	This may become an issue if the pandemic hits a second wave and numbers of staff are self-isolated Two year groups are being taught remotely due to self-isolating staff.		M



Area for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further measures required/ comments (including by whom and by when)	In place? (Yes/No)	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Staff have been trained /briefed across disciplines to avoid any single points of failure.</li> <li>There are sufficient qualified first aiders to cover the numbers of staff and pupils on site.</li> </ul>				
<b>Additional site-specific issues</b>						
<b>Additional hygiene measures are in place to reduce risk of virus spreading</b>	H	<ul style="list-style-type: none"> <li>Lidded bins to be provided in every classroom</li> <li>Mechanical hand dryers turned off and paper towels and lidded bins provided in all toilets</li> <li>Water fountains turned off and children to bring in named water bottles</li> <li>All hand towels etc. to be placed in a doubled up black bag the site team will remove and dispose of at the end of the day</li> <li>Disposable tissues in each classroom to reinforce the catch it, bin it, kill it approach</li> <li>Cleaning supplies (wipes, spray etc.) will be provided outside each classroom (and stored securely away from children) for staff use</li> <li>Alcohol hand sanitiser will be provided for staff use only.</li> <li>All handwashing stations will be checked, cleaned and restocked regularly</li> </ul>	Y	•		L
<b>Identified pupils are less able to maintain social distancing measures</b>	H	<ul style="list-style-type: none"> <li>Full risk assessments will be in place for identified children and measures implemented before the child returns to school</li> <li>Staff working with identified children will be fully briefed and PPE provided if appropriate</li> </ul>	Y	New RAs will be in place for additional pupils new to the school		L
<b>Ensure fresh air and appropriate ventilation to reduce risk of virus spreading</b>	H	<ul style="list-style-type: none"> <li>All a/c units and associated pipework, vents etc. have been fully checked, cleaned and signed off by certified professionals before switching back on.</li> <li>All classrooms and communal areas should be ventilated with windows and doors open where possible.</li> <li>Mechanical ventilation is to run at all times when the building is occupied.</li> </ul>	Y			L
<b>1.7 Remote Learning</b>						



<b>Students will fall behind when they are either self-isolating or absent from school</b>		<ul style="list-style-type: none"><li>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See the section on remote education support.</li></ul>			
		<p>Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"><li>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</li><li>give access to high quality remote education resources</li><li>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</li><li>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li><li>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum</li></ul> <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"><li>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li><li>teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li></ul>			L



		<ul style="list-style-type: none"><li>• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</li><li>• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li><li>• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li><li>• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li></ul>			
<b>Students with SEND are especially vulnerable to falling behind with studies and will need specific and bespoke support through remote education.</b>		<ul style="list-style-type: none"><li>• For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</li><li>• Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</li><li>• Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.</li></ul>			L



<b>Vulnerable students could fall behind without special intervention during periods of self-isolation.</b>		<ul style="list-style-type: none"><li>• Vulnerable children</li><li>• Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.</li><li>• When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</li><li>• Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</li></ul>			L
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