

<b>Status:</b>	<b>Draft: Subject to Trade Union consultation</b>		
<b>School/Academy:</b>	Mellers Primary School	<b>Date of assessment</b>	22/05/20
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School

“From the week commencing 1 June at the earliest, we will be asking primary schools to welcome back children in nursery, reception, year 1 and year 6, alongside priority groups.

Each setting’s circumstances will be slightly different. Any setting that cannot achieve...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, settings should prioritise groups of children as follows:

- 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”

Source: [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#) (12<sup>th</sup> May 2020)

<b>Decision based on the risk assessment below:</b>	<b>Date applies to:</b>	<b>Decision summary</b>	<b>Notes</b>
	1 <sup>st</sup> June 2020	Opening to Year 6 with the points below all considered. Governors have approved it and this has been emailed out to all staff. There will be a weekly review of the risk assessment and the reopening plan.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
<b>Communication</b>				
Staff	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	✓	W/c 25 May 2020, risk assessment to be emailed to all staff. Copies will be made available on the school's website, staff room, and in admin office. Staff will need to sign a form to confirm they have read the information. JT to ensure signatures are obtained.	Low
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and the identify additional touch points.</li> </ul>			
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. Signage is installed wherever necessary as a reminder.</li> </ul>	✓	W/c 25 May 2020, all risk assessments and important covid information is available on the school website, under latest news.	Low
<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> <li>Staff and pupils who report the following symptoms remain at home for 7 days. Their household members must remain at home for 14 days:                             <ul style="list-style-type: none"> <li>a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)</li> <li>a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)</li> <li>loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal.</li> </ul> </li> </ul>	✓	All staff and parents prior to lockdown were notified that anyone with any of the symptoms mentioned were to remain at home. All staff and parents will be reminded of how crucial it is to follow these guidelines. The school website/facebook will be updated, emails will be sent out to parents and staff.	Low

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	<ul style="list-style-type: none"> <li>Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus.</li> </ul>	✓	Parents have been informed, and will be reminded not to send children displaying any symptoms. No parent is allowed in school unless they have phoned through and asked to speak to someone urgently. Parents will be asked if they are fit and well, and they will only gain access if we allow them access through the main gates. Cones will be placed outside the reception doors where parents should keep 2 metres apart. One parent/visitor can come in the reception area at one time if urgent. The glass hatch to reception area will be closed at all times. Visitors are only allowed on site if they have made an appointment, and will be asked if they are also fit and well, at all times the 2 metres distancing will be kept in place. Any maintenance work will only be carried out if urgent, ensuring this is carried out at a safe distance away from children and staff.	



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	<ul style="list-style-type: none"> <li>Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. 15 minutes).</li> </ul>	✓	Parents are not allowed onsite without gaining access through the gates. Notices are on the gates to phone the school mobile if no one answers the intercom. We will only meet a parent if they have phoned through and it is urgent. 2 metre distancing rules will apply.	
	<ul style="list-style-type: none"> <li>Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.</li> </ul>	✓	No visit, if not essential will be carried out on site. Currently any important meetings have taken place remotely.	
	<ul style="list-style-type: none"> <li>Peripatetic visitors who would closely mix with staff and pupils are avoided if possible as there is a greater risk of contracting and transmitting Covid-19 to multiple schools. If allowed in school, school photographers will need to follow strict social distancing and hygiene guidelines.</li> </ul>	✓	The peripatetic visitors onsite will be restricted to our regular school councillors and PE Teacher. Again, we have a staffing rota in place to limit the number of staff on site. Social distancing and hygiene guideline are sent to all our staff.	
	<ul style="list-style-type: none"> <li>Volunteers are not re-engaged unless essential.</li> </ul>	✓	No Volunteers onsite.	
	<ul style="list-style-type: none"> <li>Governor visits are cancelled and meetings held virtually.</li> </ul>	✓	Governors meetings have been held virtually.	
	<ul style="list-style-type: none"> <li>Parent evenings are cancelled.</li> </ul>	✓	No parent evenings will be taking place.	
	<ul style="list-style-type: none"> <li>School performances are not held unless they are filmed and recorded or live streamed (parental permission required).</li> </ul>	✓	No performances will be held.	
	<ul style="list-style-type: none"> <li>Sports days could be held if parental access is not via the school building, and strict social distancing of parents/careers and pupils within their group bubble is guaranteed on the school field or playground. Hygiene will need to be considered with any equipment.</li> </ul>	✓	Currently no plans to held a sports day, however social distancing would be in place if this was to change.	

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Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li>Guidance is strictly followed for “clinically vulnerable” and “clinically extremely vulnerable” groups of staff, pupils and those that have household members in these categories. Individual risk assessments have been completed for:                             <ul style="list-style-type: none"> <li>Staff in the clinically vulnerable category</li> <li>Staff who have household members in the extremely vulnerable category</li> </ul>                             (Staff in the extremely vulnerable category will be shielding at home and therefore no risk assessment is required)                         </li> </ul>	✓	An email to all staff will be sent out w/c 25 May 2020, to gain this information.  Parents/Carers will be contacted w/c 25 May 2020.  Staff/Pupils in the ‘Clinically vulnerable’ can attend school, 2 metre distancing in place.  Staff/Pupils in the ‘Clinically extremely vulnerable’ will not be allowed in school.	Medium
	<ul style="list-style-type: none"> <li>Guidance is strictly followed for “clinically vulnerable” and “clinically extremely vulnerable” groups of staff, pupils and those that have household members in these categories. Individual risk assessments have been completed as necessary.</li> </ul>	✓	Guidance received from the Local Authority will be followed. Individual risk assessments will be completed for these vulnerable groups when identified.	
School Visits	<ul style="list-style-type: none"> <li>All school off-site visits are cancelled apart from those in the immediate locality (Category A venues). Indoor visits are allowed where strict hygiene procedures are followed and social distancing can be maintained at the venue. Outdoor visits (allotments, parks) are encouraged.</li> </ul>	✓	All schools’ off-site visits are cancelled.	Low
Undertaking CPR	<ul style="list-style-type: none"> <li>The following information has been shared with school first aiders: <a href="#">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a></li> </ul>	✓	Staff are receiving daily covid updates, all first aiders will receive the covid statement on CPR and resuscitation.	Low

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Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> <li>If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they are sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>. If a child is awaiting collection, they are 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. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they use a separate bathroom if possible. The bathroom is cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul>	✓	<p>Anyone feeling unwell, with any of the symptoms mentioned will be sent home. Guidance on household self-isolation will be given.</p> <p>A child waiting for collection will be moved to a separate room and will be supervised, window will be opened for ventilation.</p> <p>Area where the child has been would be deep cleaned.</p>	Low
	<p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, 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. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>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. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>	✓	<p>All staff will be advised that if they develop symptoms, they will be sent home. And are advised to take the available test, to see if they are positive/negative to determine whether self-isolation is needed.</p> <p>Possible infected area will be deep cleaned.</p>	

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Hygiene	<ul style="list-style-type: none"> <li>• Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities:                             <ul style="list-style-type: none"> <li>○ On arrival at school</li> <li>○ After breaks and sport activities</li> <li>○ Early Years: after using wheeled bikes, trikes and other large, movable toys</li> <li>○ Before cooking and eating</li> <li>○ After sneezing or coughing</li> <li>○ After using the toilet</li> <li>○ Before leaving home</li> </ul> </li> </ul>	✓	Good hygiene and handwashing will be followed by staff and pupils at all times.  On arrival at school, at the end of the day. After any activities, before eating, and after using the toilet.	Medium
	<ul style="list-style-type: none"> <li>• <a href="#">Posters</a> are displayed 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 and reminders given to pupils. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	✓	Check signage in toilets, classrooms. Display posters where it will give staff/pupils a reminder of essential hygiene.  Staff to remind children to try not to touch their faces where possible.	
	<ul style="list-style-type: none"> <li>• Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical.</li> </ul>	✓	There is adequate soap and hand sanitizer in school for staff/pupils and visitors. Hand sanitizer will be available in the main reception area also.	
	<ul style="list-style-type: none"> <li>• Where possible, all spaces are well ventilated using natural ventilation (opening windows) or ventilation units</li> </ul>	✓	All classrooms have access to a window, and will be opened where possible.	



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	<ul style="list-style-type: none"> <li>The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored.</li> </ul> <p>Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards.</p> <p>Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.</p> <p>Site staff / cleaners wash their hands after emptying the bins.</p>	✓	Check all bins in classrooms, toilets to ensure they are not opened bins for tissues. Peddle bins will be ordered if required. Bins will be emptied on a regular basis.	
	<ul style="list-style-type: none"> <li>Schools that have <b>not</b> had a lengthy closure: A full deep clean of the premises should not be necessary unless it has been required by Public Health England. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.</li> </ul>	✓	All rooms have been deep cleaned and shut if not in use. Rooms that have been opened during lockdown have been cleaned daily.	



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	<ul style="list-style-type: none"> <li>Shared materials and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.</li> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books.</li> <li>The amount of shared resources that are taken home are limited and exchange of take-home resources between children, young people and staff is limited.</li> <li>Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>All shared materials, surfaces will be cleaned more frequently. All activities require washing hands before and after, any materials used will also be cleaned.</p> <p>Teachers/Teaching Assistants will wash their hands and surfaces before and after handling pupils' books.</p> <p>Take home shared resources will be limited to staff and children.</p> <p>No reusable drinking cups should be shared with pupils, before being washed.</p>	
Touchpoints	<ul style="list-style-type: none"> <li>Create a list of touch points and surfaces that will receive regular cleaning. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels.</li> <li>Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> <li>Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.</li> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	<p>✓</p>	<p>Classroom doors to be kept open wherever possible to reduce touching of door handles.</p>	Low

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**Contracting / transmitting Covid-19 – Social Distancing**

**Principles:**

“We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account.

You should, therefore, work through the hierarchy of measures set out in [implementing protective measures in education and childcare settings](#):

- avoiding contact with anyone with symptoms
- frequent hand cleaning and good respiratory hygiene practices
- regular cleaning of settings
- minimising contact and mixing

It is still important to reduce contact between people as much as possible, so children, young people and staff where possible, should only mix in a small, consistent group and that small group should stay away from other people and groups. If you can keep older children within those small groups 2 metres away from each other, you should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.”

Source: [DfE Planning guide for primary schools](#)

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Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>• Parents/carers and pupils are encouraged to walk or cycle to the school where possible.</li> </ul>	✓	Parents to be encouraged to walk or cycle where ever possible to reduce the use of public transport.	Medium
Drop off and Collection arrangements	<ul style="list-style-type: none"> <li>• Drop-off and collection times are staggered. Specific arrangements are determined where parents/carers have children in different year groups.</li> </ul>	✓	9.30 start time, 2.30 finish, with a 15-minute window to drop off or collect. Year 6 Norton Street gate, year 1 Norton Street fence gate.	Low

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	<ul style="list-style-type: none"> <li>Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are advised not to congregate in groups on, or directly outside the school premises.</li> </ul>	✓	2 metre markings outside gates to ensure social distancing is in place. A member of staff on gates at the start/end of day to assist where necessary.	
Transport to School	<ul style="list-style-type: none"> <li>Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Ref: <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> </ul>	✓	The majority of children live in the local area limiting the use of public transport. However, parents/carers will be reminded that they should limit public transport wherever possible.	Medium
Foyer / Reception	<ul style="list-style-type: none"> <li>Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.</li> </ul>	✓	2 metre markings will be made by black and yellow tape, and 2 metre floor markings will be used where ever necessary. Signage will be put on school gates, fence to ensure social distancing is in place.	Low
	<ul style="list-style-type: none"> <li>Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number in the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.</li> </ul>	✓	Signage will be displayed on reception doors to limit access to 1 parent at any one time, they should call through if they need to speak to someone urgently. Cones will be put outside the reception area 2 metres apart. The glass hatch in reception will be closed at all times.	
	<ul style="list-style-type: none"> <li>Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist.</li> </ul>	✓	The glass hatch in reception area will be closed at all times. Signage will be put on the main reception doors, to limit to only 1 visitor in at one time. The school gates will be closed at all times, this meaning any visitors will have to buzz through to gain access. We can identify if they are required on site, or if we can deal with it over the phone to limit visitors.	
Office	<ul style="list-style-type: none"> <li>Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals.</li> </ul>	✓	Admin team will be on a rota basis, limiting staff on site, and working from home on alternative days.	Low

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	<ul style="list-style-type: none"> <li>The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified.</li> </ul>	✓	Only 2 admin staff in the main office at one time, only one non-admin staff allowed in office. 2 metre distancing in place, no hot desking. Cleaning materials are available in office to ensure workstations are kept clean at all times.	
Staff Room	<ul style="list-style-type: none"> <li>Staff can continue to use the staff room if they apply the same social distancing measures:                             <ul style="list-style-type: none"> <li>Identify seating that can be used 2 metres apart. Tape off other seating.</li> <li>Stagger staff breaktimes</li> <li>Instruct staff not to congregate at the kitchen area.</li> </ul> </li> <li>Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	✓	The amount of staff will be limited in the staffroom to ensure social distancing. Lunch can be taken at workstations to limit staff in staffroom.	Low
Corridors	<ul style="list-style-type: none"> <li>Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time.</li> <li>The timetable and selection of classrooms or other learning environment are selected to reduce movement around the school.</li> <li>Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> </ul>	✓	Break times will be staggered when school is opened up to more year groups. Playground will be zoned into separate areas. Year 6 will be split into 2 classrooms, around 10 to each room. Same groups each day, and are in the key stage 2 building, where as year 1 and nursery on in our Key stage 1 building reducing movement around the whole school. Due to the corridors being narrow in the key stage 2 building, year 6 classes will have to be let out of each classroom separately by teachers. Year 1 and nursery are able to access playground and dinner hall with limited corridor access allowing for children not to pass each other.	Low

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Classrooms	<ul style="list-style-type: none"> <li>For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant) – “The bubble” If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher if safe to do so. The identified classes (pupils) do not mix with other classes throughout the school day. The same teacher(s) and other staff assigned to each group are as far as possible, stay the same during the day and on subsequent days. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.</li> </ul>	✓	<p>Classes of 10 will be established and will remain fixed.</p> <p>Staffing rota in place, all staff will do 2 days a week. Staff are flexible to ensure no staff shortages.</p> <p>Vulnerable children and children of critical workers will also be split into small groups.</p>	Low
	<ul style="list-style-type: none"> <li>For secondary schools classes should normally be split in half, with no more than 15 pupils per small group and one teacher. If safe to do so, support staff may be drawn on in the event there are teacher shortages, working under the direction of other teachers in the setting. Rearrange classrooms and workshops with sitting positions 2 metres apart. Where very small classes might result from halving, it would be acceptable to have more than half in a class, provided the space has been rearranged.</li> </ul>	n/a		
	<ul style="list-style-type: none"> <li>Classrooms are accessed directly from outside where possible.</li> </ul>	✓	Wherever possible children will access their classroom directly from outside. This is not possible for year 6, however they do not need to go through the whole school to gain access to their classroom.	

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	<ul style="list-style-type: none"> <li>Pupils occupy the same classroom throughout the school day where possible. Where different groups of pupils use the same classroom, the area is cleaned adequately in between their occupancies.</li> </ul>	✓	Group of 10 pupils will be fixed in the same classroom.	
	<ul style="list-style-type: none"> <li>Teaching approaches have been discussed that keep a distance from children in class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important). Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.</li> </ul>	✓	Teaching in classrooms will limit close contact with children wherever possible. Teachers will limit going to pupils' desks and calling them to the front of the class.	
KS3 and KS4 curriculum	<ul style="list-style-type: none"> <li><a href="#">CLEAPSS Guide to doing practical work in a partially reopened school – D&amp;T, food and Art</a> is followed.</li> </ul>	n/a		
	<ul style="list-style-type: none"> <li><a href="#">CLEAPSS Guide to doing practical work in a partially reopened school – Science</a> is followed.</li> </ul>	n/a		-
School Hall	<ul style="list-style-type: none"> <li>Assembly groups are staggered keeping the same groups of pupils together.</li> </ul>	✓	Assembly groups will be kept to minimal to ensure different groups of children are not together at one time.	Low

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	<ul style="list-style-type: none"> <li>Halls, dining areas and internal and external sports facilities for lunch and exercise are used at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> is followed.</li> <li>This could mean having several lunch sittings or serving lunch in more than one location, including if appropriate in a classroom, or asking your caterers to look at other flexible ways of giving pupils access to lunch such that it can be eaten in the small group setting (for example taking cold or 'packed' lunches to children in the areas they are in for the day).</li> <li>Consider whether floor markings 2 metres apart are required on the occasions when children sit on the school hall floor. Dining room / assembly / exam seating is arranged 2 metres apart.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<p>Halls including dining area will be used at half capacity, classroom groups to keep in same area and not be mixed with other groups.</p> <p>Once pupil numbers increase staggered break and lunch times will be put in place.</p> <p>All halls, including the dining area will be cleaned between groups and at the end of the day.</p> <p>Floor marking are not required in the dining hall as tables will placed as close to 2 metres apart as possible. The use of the school halls will be mainly used for our vulnerable children and children of critical workers, and will be kept in small groups. The hall use will be monitored and reviewed to see if floor markings are needed.</p>	Medium
Lecture theatres	<ul style="list-style-type: none"> <li>Seating is identified which may be used obeying the 2 metre social distancing protocol.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	Limiting to classes of 10, social distancing will be in place as best as possible.	Low
Pupil toilets	<ul style="list-style-type: none"> <li>Toilets do not become crowded by limiting the number of pupils who use the toilet facilities at one time.</li> <li>Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules).</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	Teachers/Teaching Assistant will limit the number of pupils going to the toilet at one time.	Low

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Playground and school field	<ul style="list-style-type: none"> <li>Lessons or classroom activities could take place outdoors have been identified – outdoor education can limit transmission and more easily allow for distance between pupils and staff.</li> </ul>	✓	Lesson planning will include many opportunities for outdoor learning.	Low
	<ul style="list-style-type: none"> <li>The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> </ul>	✓	Climbing frames will not to be used, any equipment used should be cleaned between groups. Limit sharing of equipment as much as possible.	
	<ul style="list-style-type: none"> <li>Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>	✓	Groups of pupils will not be mixed, and non-touch activities will be encouraged.	
Pupils	<ul style="list-style-type: none"> <li>Individual pupils have been identified who may be in particular challenging with social distancing and individual practical measures put in place.</li> </ul>	✓	Where a child is identified that may be challenging with socials distancing, additional staffing will be put in place.	Low
<b>Operational issues</b>				
Supervision	<ul style="list-style-type: none"> <li>Supervision ratios met (general)</li> </ul>	✓	Staffing ratios are met, 4 staff for keyworker and vulnerable children, and 3 to 4 staff for Year 6. When the number of pupils are increased, the staffing rota will be reviewed for each year group.	Low
	<ul style="list-style-type: none"> <li>Supervision ratios met (individual pupil)</li> </ul>	✓	Staffing ratios are in place to ensure individual pupil needs are met. If additional staff was needed then this would be put in place.	
First Aid	<ul style="list-style-type: none"> <li>Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	✓	There will be adequate first aiders on site.	Low
	<ul style="list-style-type: none"> <li>Adequate number of paediatric first aiders are on site. (Ref: <a href="#">Early years foundation stage: coronavirus disapplications</a> and associated risk assessment)</li> </ul>	✓	6 staff in our early years team have the PFA first aid certificate. Early years risk assessment completed.	
Medication	<ul style="list-style-type: none"> <li>Necessary pupil medication has been returned to school.</li> </ul>	✓	All parents with children with medical needs will be contacted to ensure medication is in school.	Low
KS3 and KS4 curriculum	<ul style="list-style-type: none"> <li><a href="#">CLEAPSS Guidance for D&amp;T departments returning to school after an extended period of closure</a> is followed.</li> </ul>	n/a		

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li><a href="#">CLEAPSS Guidance for science departments returning to school after an extended period of closure</a> is followed.</li> </ul>	n/a		
<b>Site Health and Safety Concerns (General)</b>				
Legionella	<ul style="list-style-type: none"> <li>Rarely used outlets have been identified – more taps are used on a regular basis, therefore a reduction in flushing required by the Site Manager / Caretaker.</li> </ul>	✓	Site Manager to be informed of updated legionella processes, in reducing the flushing that is required.	Low
Fire Procedures	<ul style="list-style-type: none"> <li>A fire drill has been organised for shortly after the school re-opens.</li> </ul>	✓	A fire drill will be planned for the second week back to ensure year 6, and year 1 are reminded of the procedures.	Low
	<ul style="list-style-type: none"> <li>Review of fire evacuation procedures in light of fewer staff and pupils.</li> </ul>	✓	A review of the fire procedure will be in place for the second week of June.	
Various site tasks	<ul style="list-style-type: none"> <li>Specific site management tasks are undertaken after re-opening following a <b>lengthy</b> closure*.</li> </ul>	✓	Site Manager has been on site daily due to the school not closing.	Low
<b>Personal Health and Safety Concerns (General)</b>				
Pupil Behaviour	<ul style="list-style-type: none"> <li>The school behaviour policy has been updated to reflect the new rules and routines, and these have been communicated to staff, pupils and parents/carers. Ref: <a href="#">Planning guide for primary schools Annex A: Behaviour principles</a></li> </ul>	✓	The school's behaviour policy will remain the same, and will be reviewed if required.	Low
High profile pupils	<ul style="list-style-type: none"> <li>Individual pupil risk assessments have been reviewed prior to the pupil returning to evaluate any additional measures that may be required. The risk assessments are then subject to regular review if there are any behavioural changes with the pupil on site.</li> </ul>	✓	Where there is individual risk assessment in place for pupils, these will be reviewed to ensure the safety of the pupil and staff involved.	Low
	<ul style="list-style-type: none"> <li>Risk assessments, EHCP, individual healthcare plans and personal emergency evacuation plans are shared with the staff who are in school.</li> </ul>	✓	Where there are individual healthcare plans these will be shared with staff in school.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>Trained staff are available to support pupil personal needs e.g.                             <ul style="list-style-type: none"> <li>lifting, use of hoists</li> <li>intimate care</li> <li>managing medical needs including medicines</li> </ul> </li> </ul>	✓	There will always be a first aider and trained staff on site to ensure pupils personal needs are met, including intimate care, managing medical needs.	
	<ul style="list-style-type: none"> <li>Sufficient Physical Intervention trained staff are on site (see “other issues” below)</li> </ul>	x	Very few staff are trained in physical intervention and we avoid it according to our behaviour policy.	
Staff welfare	<ul style="list-style-type: none"> <li>Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy).</li> </ul>	✓	Support for staff wellbeing is essential. There is a school counselor that would be able to advise if needed. Staff will be reminded also of the Pam Assist support service, which is free and confidential.	Low
	<ul style="list-style-type: none"> <li>Telephone counselling services available.</li> </ul>	✓	As outlined above.	
Pupil welfare	<ul style="list-style-type: none"> <li>Wellbeing support for all pupils are in place and also those that require additional support.</li> </ul>	✓	School counselling service available for pupils that require additional support.	Low
	<ul style="list-style-type: none"> <li>The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken.</li> </ul>	✓	Any acts of bullying would be taken very seriously and every measure would be put in place to stop this from happening.	
Redeployment	<ul style="list-style-type: none"> <li>Any staff that have been temporarily redeployed to different roles have been provided necessary training and instruction.</li> </ul>	n/a		-
<b>Other Issues</b>				
Some training certificates may have expired during the partial closure.	<ul style="list-style-type: none"> <li>Expired group and individual training certificates have been identified. Some training may be available via virtual learning (Microsoft Teams, Zoom)</li> <li>Some refresher requalification training may be available via eLearning.</li> </ul>	✓	To check, any training certificates and put in place training if possible and essential.	Medium

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>If a first aid certificate expired on or after 16 March 2020 and they cannot access requalification training because of coronavirus they may qualify for a 3-month extension. This applies to: First Aid at Work (FAW), Emergency First Aid at Work (EFAW) and paediatric courses.</li> <li>There has been a formal 6-month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.</li> <li>For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	✓	A number of first aid certificates run out in June/July, allowing a 3-month extension to September/October. Available courses, and how these will take place will be looked into.	
	<ul style="list-style-type: none"> <li>There has been a formal 6-month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.</li> </ul>	✓	To check with HT to see who has received training and to identify when these will expire.	
	<ul style="list-style-type: none"> <li>For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	✓	We have a trained DSL and deputy on site.	
Safeguarding	<ul style="list-style-type: none"> <li>DSL or a deputy always available during school hours for staff.†</li> </ul>	✓	There will always be a DSL or deputy available in school hours.	Low
Reviews	<ul style="list-style-type: none"> <li>Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.</li> </ul>	✓	These will take place every Wednesday with the SLT, phase leads, business manager and office manager by Zoom.	Low
<b>Are there any other foreseeable hazards associated with the Covid-19?</b>		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
<b>Additional Hazards</b>	<b>List any additional control measures required</b>			<b>Residual Risk rating</b> High, medium, low

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**\* Reopening after a lengthy closure:**

- Before resuming normal operation, commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible.
- Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.
- Check your fire safety systems including making sure:
  - all fire doors are operational
  - your fire alarm system and emergency lights are operational

Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas. Deep clean the kitchen prior to reopening before food preparation resumes.

See also this [Zurich Municipal guide](#).

**† Designated safeguarding leads (DSLs)**

The optimal scenario for any school is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:

- a trained DSL or deputy from the school can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs or deputies with other schools (who should be available to be contacted via phone or online video)

Where a trained DSL or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, it is important that all school staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

**Reference Websites:**

- [www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings](http://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)
- [www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak](http://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)

<b>ASSESSED BY (Print name)</b>	<b>SIGNED</b>	<b>DATE</b>