

Culford School

Risk Assessment for Reopening for September 2020 during Covid 19 Pandemic

Assessor: Emma Hillier

Date: 28 July 2020

This risk assessment is undertaken in compliance with the Management of Health and Safety at Work Regulations 1999 to aid the planning and monitoring of a safe reintroduction of the staff , pupils, contactors and visitors to the School from September 2020 in line with the government guidance.

Assessment

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
<p>1. Staff with underlying health conditions that may put them at increased or very high risk of severe illness from COVID-19 (i.e. those that are classed as clinically vulnerable or clinically extremely vulnerable).</p>	<p>Clinically vulnerable and clinically extremely vulnerable staff.</p> <p>Severe illness or death as a result of contracting COVID-19 whilst at work.</p>	<ul style="list-style-type: none"> Review of back to work questionnaires issued to all staff to identify any individuals that may be classed as clinically vulnerable or clinically extremely vulnerable For staff identified as clinically vulnerable or clinically extremely vulnerable, Line Managers to seek alternative working arrangements to enable them to work from home wherever possible. If this is not possible, then an individual risk assessment will be carried out and recorded to agree on a suitable role (i.e. whereby social distancing can be maintained), and suitable control measures to reduce the risk so far as is reasonably practicable. For any staff with particular characteristics who may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report and who have concerns about working at the school, the school will discuss their concerns, explain the measures that are in place to reduce risks, and accommodate additional measures where reasonably practicable. <p>See endnotes for further information on these control measures ⁱ</p>	Y	<p>1</p> <p>1.1</p> <p>1.2</p>
<p>2. Pupils with underlying health conditions that may put them at increased or very high risk of severe illness from COVID-19 (i.e. those that are classed as clinically vulnerable or clinically extremely vulnerable).</p>	<p>Clinically vulnerable and clinically extremely vulnerable pupils.</p> <p>Severe illness or death as a result of contracting COVID-19 whilst at school.</p>	<ul style="list-style-type: none"> Review of pupil health records to identify any pupils that may be classed as clinically vulnerable or clinically extremely vulnerable. For pupils identified as clinically vulnerable or clinically extremely vulnerable, parents to provide details to the Medical Centre of any medical advice and prior to their return to school agree on suitable control measures to reduce the risk to an acceptable level. This should be regularly reviewed and updated in line with any changes. Ensure that contingency plans are in place to enable immediate access to remote education for pupils where necessary (i.e. for those pupils who may need to self-isolate). <p>See endnotes for further information on these control measures ⁱⁱ</p>	Y	<p>2</p> <p>2.1</p>
<p>3.</p>	All.		Y	3

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
<p>Lack of staff available to operate safe staff:pupil ratios and/or operate site.</p> <p>Staff may not be able to work on site as a result of:</p> <ul style="list-style-type: none"> • Either themselves or a member of their household developing symptoms of COVID-19; • Being notified to self-isolate by NHS Test & Trace; and/or • Having an underlying health condition that results in them being clinically extremely vulnerable. 	<p>Various potential injuries as a result of lack of supervision, and/or lack of site staff.</p>	<ul style="list-style-type: none"> • Departments to complete a review of staff and agree on minimum service requirements. This will need to be repeated each time a staff member is • Contingency plans for each department in place to ensure essential and routine works continues. • Option to move to remote working for staff and/or pupils as a result of a member of staff having to self isolate. • Identify key staffing scenarios that may trigger closure or partial closure of the school and take steps to mitigate these where possible. • Key staff such as cleaners, maintenance, IT to work in small 'bubbles' to reduce the risk of whole teams needing to self-isolate should one staff member develop symptoms. This will be ongoing until coronavirus control measures are no longer required. <p>See endnotes for further information on these control measuresⁱⁱⁱ</p>		
<p>4. Suspected/ confirmed case of COVID-19 on site.</p> <p>Staff, pupils, contractors, and/or visitors may display symptoms of COVID-19 whilst on site and may subsequently test positive for COVID-19.</p>	<p>All.</p> <p>Potential spread of COVID-19 to other staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Regularly brief staff and pupils on the symptoms of COVID-19. • Share information of symptoms and infection control measures in prominent locations including display screens, posters throughout the site, tutor groups and general communication. • Inform pupils, parents, visitors, such as suppliers, and contractors not to visit the school if they (or any members of their household) are displaying any symptoms of COVID-19, or if they have been advised to self-isolate by NHS Test & Trace, and to follow the stay at home guidance. • Written procedure outlining the steps to be followed should a member of staff, pupil, visitor or contractor display symptoms whilst on site (including procedures for isolation, provision of first aid treatment/ assistance, arranging a test, and internal recording, tracking and tracing) and ensure that this is communicated to all staff. • Written procedure outlining the steps to be taken upon becoming aware that someone who has attended the school has tested positive for COVID-19 in 	<p>Y</p>	<p>4</p> <p>4.1</p>

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		<p>line with the steps outlined in section 8 'Manage confirmed cases of coronavirus (COVID-19) amongst the school community' in the latest guidance for schools.</p> <ul style="list-style-type: none"> • Communication to staff, pupils and parents following a confirmed case at the school from the Headmasters Office. (<i>letter template from Local Health Protection Team will be provided as per government guidance</i>) • Ensure that staff, pupils, contractors and other persons coming onto site are briefed on the procedures to follow should they become ill with symptoms of COVID-19 whilst on site and that this is refreshed periodically in line with any changes to the government guidance and/or the school's own procedures. • For suspected cases, https://111.nhs.uk/covid-19 to be used for identifying symptoms. • Suitable isolation rooms/ areas for any suspected cases that suitable signage is in are in place including use of Medical Centre 'Hot Room' for pupils. • Review movements of suspected case(s) and ensure that suitable cleaning is undertaken in line with the guidance in COVID-19: cleaning in non-healthcare settings. • Ensure that cases of COVID-19 are reported to the enforcing authority where required under RIDDOR 2013 (as outlined by the HSE here). • Ensure that records of pupils and staff in each group, and any close contact that takes place between pupils and staff in different groups, are kept to assist the health protection team In determining close contacts (N.B. schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome). • Local health protection team to be contacted immediately by the school upon becoming aware that someone who has attended has tested positive for COVID-19 and any advisory actions to be taken. <p>See endnotes for further information on these control measures^{iv}</p>		<p style="text-align: center;">4.2</p> <p style="text-align: center;">4.3</p>
5.	All.	<ul style="list-style-type: none"> • Regular briefing of boarding staff and pupils on the symptoms of COVID-19. 	Y	5

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<p>Suspected/ confirmed case of COVID-19 on site – boarding staff/ boarder.</p> <p>A member of boarding staff or boarders may display symptoms of COVID-19 whilst on site.</p>	<p>Potential spread of COVID-19 to other staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Display information of symptoms and infection control measures in prominent locations within the boarding houses/areas. • Review of boarding accommodation to determine what would be considered ‘households’ for the purposes of the self-isolation policy. • Written procedure outlining the steps to be followed should a member of boarding staff or boarder display symptoms whilst on site in line with the government guidance documents Coronavirus (COVID-19): guidance on isolation for residential educational settings and Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE). • Ensure that boarding staff and boarders are briefed on the procedures to follow should they become ill with symptoms of COVID-19 whilst on site and that this is refreshed periodically in line with any changes to the guidance and/or your procedures. • For suspected cases liaise with the Medical Centre and use https://111.nhs.uk/covid-19 for identifying symptoms and arrange a test immediately. • Review movements of suspected case(s) and ensure that suitable cleaning is undertaken in line with the government guidance. • Consistent staff rotas should be used where possible and staff should follow good infection prevention control. • Public Health advice to be followed in relation to any confirmed cases. <p>See endnotes for further information on these control measures.^v</p>		<p>5.1</p>
<p>6. Failure to implement suitable social distancing – general.</p>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Review of the guidance and agree grouping of pupils and staff for each school and department. • Groups to be kept as small as possible • Groups to be kept apart from each other wherever possible. • Staff to encourage older children to keep their distance within their group and not touch staff and their peers where possible. • Interaction, sharing of rooms and social spaces between groups to be limited as much as possible. • Staff to keep their distance from pupils and other staff as much as they 		

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		<p>can, ideally 2m from other adults.</p> <ul style="list-style-type: none"> • Common room to re enforce social distancing measures • Communication to all staff, pupils and visitors around social distancing <p>See endnotes for further information on these control measures^{vi}</p>		
<p>7. Failure to implement suitable social distancing measures – arrival and departure of staff and pupils</p>	<p>All</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Review entry and exit points to the buildings where possible to reduce congestion. • Stagger staff arrival and departure times to reduce crowding into and out of the workplace, taking account of the impact on those with protected characteristics. • Provision of washing facilities, or alcohol hand rub/ sanitiser where not possible, at entry/exit points. • Staff to ensure that they wash their hands thoroughly upon arrival to the site. • Staff to direct pupils to wash their hands thoroughly upon arrival to the site (N.B. younger pupils and/or those with complex needs may require supervision/assistance). • Stagger pupil drop-off and collection times to keep groups apart as they arrive and leave school where possible. • Share information to staff, pupils and parents on removing face coverings when pupils and staff who use them arrive at school . • Use of signage/ floor markings to assist in maintaining social distancing in areas where queues are likely to form and for pupils lining up. • Use of signage/ floor markings and introducing one-way flow at entry and exit points where appropriate. • Drop-off and collection in place that minimise contact and avoid congestion • Parents instructed that they must not gather at drop of or collection. • Parents instructed that other than the agreed drop-off and collection procedures, that they are not permitted to come onto the site without a prior appointment. • Procedures for arrival and departure covering all of the above are communicated to staff, parents and pupils. 	<p>Y</p>	<p>7</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p>

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		See endnotes for further information on these control measures^{vii}		
8. Failure to implement suitable social distancing measures – classrooms and other teaching spaces	All Potential spread of COVID-19 between staff, pupils and others on site.	<ul style="list-style-type: none"> • Desks/workstations to be spaced as far apart as possible- ideally 2m as a minimum where space allows. • Staff to maintain distance from their pupils (ideally 2m), staying at the front of the class where possible. Classroom are marked with a 2 meter safe zone . It is recognised that this is not always possible, particularly when working with younger children, but if staff can do this when circumstances allow that will help. • Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone where possible. • Rearrange desks/workstations to ensure that pupils are seated side-by-side and facing forwards as opposed to face-to-face or side-on. • Where staff or pupils cannot maintain social distancing, particularly with younger children in Prep and Pre Prep , pupils to be kept in smaller class-sized groups. • Ensure that staff, pupils, and parents are briefed on the new social distancing procedures. <p>See endnotes for further information on these control measures^{viii}</p>	Y	8
9. Failure to implement suitable social distancing measures – common areas such as access paths, corridors, lifts, social spaces, playgrounds, toilets etc.	All Potential spread of COVID-19 between staff, pupils and others on site.	<ul style="list-style-type: none"> • Groups to be apart whilst in common areas using measures such as one-way systems with signage for external access paths, corridors and staircases, use of floor markings in halls and playgrounds, limiting the number of persons that can access the toilets at any one time, taping off toilets/ sinks to aid social distancing measures etc. • Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building. Brief transitory contact, such as passing in a corridor or playground, is advised by the government as a low risk. • Stagger breaks and lunches so that all staff and pupils are not moving around the school at the same time. • Staff and pupils to access rooms directly from the outside where possible and safe to do so. 	Y	9

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		<ul style="list-style-type: none"> Reduce the maximum occupancy for lifts, provide hand sanitiser for the operation of lifts, and encourage use of stairs wherever possible. Outside space to be used for breaks and exercise where possible. <p>See endnotes for further information on these control measures^{ix}</p>		9.1
10. Failure to implement adequate social distancing and hygiene measures at lunchtime (and other mealtimes).	All Potential spread of COVID-19 between staff, pupils and others on site.	<ul style="list-style-type: none"> Stagger lunches and other mealtimes so that all staff and pupils are not moving around the school and using the dining areas at the same time. Groups to be kept apart as much as possible and surfaces in the dining areas should be cleaned between each group. Reconfigure seating and tables to support social distancing in dining areas. Consider using signage/ floor markings to assist staff and pupils to maintain social distancing in areas where queues are likely to form. Consider 'grab and go' meals (as opposed to self-service) and provide sachets of condiments (as opposed to large bottles) to reduce multi-touch points. Staff and pupils to be directed to wash their hands thoroughly before and after eating. <p>See endnotes for further information on these control measures^x</p>	y	10
11. Failure to implement suitable social distancing measures – boarding accommodation	All Potential spread of COVID-19 between staff, pupils and others on site.	<ul style="list-style-type: none"> The size and layout of the boarding houses and social distancing measures has determined the maximum number of pupils and boarding staff that can be safely accommodated in each residence. Households' have been defined per boarding house and a written protocol on how the household will self isolate using the government household self-isolation policy with a confirmed/suspected case of Covid 19 (please refer to the 'suspected/ confirmed case of COVID-19 on site – boarding staff/boarder' section of this template risk assessment for further information). Consideration of appropriate social distancing measures for all areas of the boarding houses/areas (e.g. bedrooms/dormitories, bathrooms, kitchens, internal/external recreational spaces, and common areas such as corridors and staircases etc). Develop procedures for visitors to the boarding houses/areas (including any school staff that may need to enter the boarding houses/areas for work, such as cleaning and maintenance staff). 	Y	11

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		See endnotes for further information on these control measures ^{xi}		
<p>12. Failure to implement suitable social distancing measures – staff offices, meeting rooms, staff rooms/ rest areas, and changing rooms.</p>	<p>All</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Those staff that can work safely from home will continue to do so to limit the number of staff on site. • Grouping staff on site and allocating offices, staff rooms/ rest areas and toilets according to groups where possible. • Stagger the use of offices, staff rooms, rest areas and toilets to limit occupancy (N.B. staggering breaks and lunches will also assist with this). • Office and staffroom layouts should enable staff to maintain a 2m distance from each other (or 1m with risk mitigations where 2m is not viable). • Mitigating actions include: <ul style="list-style-type: none"> ○ Further increasing the frequency of hand washing and surface cleaning. ○ Keeping the activity time involved as short as possible. ○ Using screens or barriers to separate people from each other. ○ Using back-to-back or side-to-side working (rather than face-to-face) whenever possible. ○ Reducing the number of people each person has contact with by using ‘fixed teams or partnering’ (so each person works with only a few others). • Installation of plexiglass barriers for areas where staff may be required to closely interact with multiple persons (e.g. reception). • Hold staff meetings virtually where possible. Where this is not possible, meetings to be held outdoors if the weather is suitable. Where this is not possible, meetings to be held in a large, well ventilated room with social distancing measures in place (i.e. delegates spaced 2m apart, or 1m with risk mitigation where 2m is not viable). Number of delegates to be kept to a minimum, and meeting to be kept as short as possible. (N.B. For areas where regular meetings take place such as meeting rooms, other signage to help people maintain social distancing). Staff to avoid the sharing of pens, documents and other objects during meetings. <p>See endnotes for further information on these control measures^{xii}</p>	N	
<p>13.</p>	All		N	

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
Failure to implement suitable social distancing – large gatherings such as assemblies or collective worship.	Potential spread of COVID-19 between staff, pupils and others on site.	<ul style="list-style-type: none"> Assemblies and/or collective worship to take place with individual groups in their allocated classroom spaces or virtually via an online platform rather than bringing children from different classes together into one hall or large space. See endnotes for further information on these control measures^{xiii} 		
14. Failure to implement suitable social distancing measures – contractors and visitors	All Potential spread of COVID-19 between staff, pupils and others on site.	Please refer to section 22 of this template risk assessment on ‘Contractors/ visitors attending site’ for further information. See endnotes for further information on these control measures^{xiv}	N	
15. Hazards associated with music activities Additional risk of infection in environments that involve singing, chanting, playing brass or wind instruments, or shouting	All. Potential spread of COVID-19 between staff, pupils and others on site.	<ul style="list-style-type: none"> Keep activities involving singing, chanting, playing brass or wind instruments, or shouting to only those that are deemed essential. Review all relevant music activity risk assessments to consider the risks posed by COVID-19 and identify suitable control measures in line with the latest guidance. Implementing physical distancing measures for music lessons involving singing, chanting, playing brass or wind instruments, or shouting (i.e. 2m spacing between participants as a minimum). Playing wind or brass instruments/singing outside wherever possible (N.B. social distancing will still need to be maintained, even when outside), or where this is not possible, using large, well-ventilated spaces for these activities (N.B. spaces used for these activities should also be cleaned more regularly). Limit group sizes for music lessons involving singing, chanting, playing brass or wind instruments, or shouting to no more than 15. Ensure that pupils and teachers are positioned back-to-back or side-to-side (i.e. not face-to-face). Sharing of instruments to be avoided Thorough cleaning of instruments after each use if instruments are shared. 	Y	

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		See endnotes for further information on these control measures^{xv}		
16. Hazards associated with physical activities	All. Potential spread of COVID-19 between staff, pupils and others on site.	<ul style="list-style-type: none"> PE/Sport activity risk assessments reviewed to consider the risks posed by COVID-19 and identify suitable control measures in line with the latest guidance. Pupils to be kept in consistent groups for physical activities. Social distancing to be maintained between participants where possible Participants to wash hands thoroughly before and after physical activities. Any shared sports equipment to be cleaned more regularly, and especially thoroughly between each use by different individual groups. Physical/sporting activities to be delivered outside wherever possible, or where this is not possible, using large, well-ventilated spaces for these activities (N.B. spaces used for these activities should also be cleaned more regularly). Contact sports to be avoided. No spitting Sports activities should follow the government guidance and that of their governing body. <p>See endnotes for further information on these control measures^{xvi}</p>	Y	
17. Educational visits.	All. Travelling against FCO/ government advice.	<ul style="list-style-type: none"> Staff responsible for planning and organising educational visits to be instructed to follow the national guidance available in the OEAPNG document 4.4k Coronavirus available here. Consider compiling an addendum to your Educational Visits Policy to consider the additional risks posed by COVID-19 and set out the specific procedures for Visit Leaders and others to follow and ensure that this is adequately communicated to staff. <p>See endnotes for further information on these control measures^{xvii}</p>	Y	17
18.	All.	<ul style="list-style-type: none"> Where before/after school or holiday clubs are provided by the school – review 	Y	18

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
Hazards associated with extra-curricular provision (e.g. breakfast, after-school provision and holiday clubs etc.)	Potential spread of COVID-19 between staff, pupils and others on site.	<p>of the Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak guidance and complete and record a risk assessment to identify the hazards and agree on suitable control measures.</p> <ul style="list-style-type: none"> • Where before/after school or holiday clubs are delivered on your site by any third party providers - review the Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak and liaise with the provider to ensure that you are satisfied with the risk assessment and procedures that they have in place. • Pupils to be kept within their year groups or bubbles where possible, or where this is not possible, use small, consistent groups. Parents should limit the number of different wraparound providers they access as far as possible. • No activities involving contact sports. • Swimming activities to follow government guidance for infection control and occupancy. <p>See endnotes for further information on these control measures^{xviii}</p>		18.1
19. Staff and pupils contracting the virus through direct/ indirect transmission when travelling to/ from the school site using their own means. Low risk as remote location usually means use of school or private transport for staff and pupils	All Staff and pupils may be at risk of contracting the virus whilst travelling to/from the school, especially if using public transport.	<ul style="list-style-type: none"> • If staff or pupils must use public transport, adjust their hours of work/learning to allow them to travel outside of peak times where possible (i.e. by staggering start and finish times). • Ensure staff, pupils and parents are aware of recommendations on transport to and from the school (including avoiding peak times) as outlined in Coronavirus (COVID-19): safer travel guidance for passengers. • Review of parking facilities where possible to enable more staff to drive into work. • Provide hand washing facilities or alcohol hand rub/sanitiser at entry points and instruct staff, pupils, contractors and visitors to thoroughly clean their hands when they enter the workplace. <p>See endnotes for further information on these control measures^{xix}</p>	N	
20.	All.	<ul style="list-style-type: none"> • Group pupils together on transport to reflect the bubbles that are adopted 	Y	20

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
<p>Staff and pupils contracting the virus through direct/ indirect transmission when travelling on school-operated transport</p>	<p>Staff and pupils may be at risk of contracting the virus on school-operated transport (e.g. minibuses, coaches etc.).</p>	<p>within the school where possible.</p> <ul style="list-style-type: none"> • Cleaning regimes for vehicles are more frequent and enhanced. Clear direction on who is responsible for cleaning and ensure that suitable substances and equipment are in place and that training is provided where necessary. • Social distancing measures in place for areas where queues may form (e.g. when pupils are waiting to board vehicles). • Rearrange, limit or remove seating on vehicles to try and ensure that social distancing is observed wherever possible, such as: <ul style="list-style-type: none"> ○ Blocking/ cordoning off seats that are in close proximity to a driver or other workers and passengers. ○ Eliminating face-to-face seating. ○ Maximising separation between passengers. ○ Introduce more one-way flow through vehicles where possible. ○ Substitute smaller vehicles with larger ones, or run 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers. • Make sure drivers do not work if they or a member of their household are displaying any symptoms of COVID-19, or if they have been notified to self-isolate by NHS Test & Trace. • Make sure transport staff/ providers, as far as possible, follow hygiene rules and try to keep distance from their passengers. • Ensure staff, pupils and parents/carers are aware of recommendations on transport to and from the school as outlined in Coronavirus (COVID-19): safer travel guidance for passengers. • Provide alcohol hand rub/sanitiser in vehicles and ensure that occupants use this upon boarding/disembarking vehicles. • Promote use of face coverings for the driver and passengers over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet. • Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting pupils with complex needs who need support to access the vehicle or fasten seatbelts. • Communicate revised travel plans clearly to transport staff/ providers, pupils, and parents where appropriate (for instance, to agree routes, pick-up and drop- 		<p>20.1 20.2</p>

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		off times etc.). See endnotes for further information on these control measures^{xx}		
<p>21. Staff, pupils, contractors and visitors not implementing suitable hygiene practices to limit the risk of direct and indirect transmission.</p>	<p>All. Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Ensure that staff, pupils, contractors and visitors have access to suitable hand washing facilities (i.e. either hot running water and hand soap or alcohol hand rub/ sanitiser). This includes classrooms and other learning environments, as well as reception areas, staff rooms and meeting rooms, and other prominent locations. • Implement procedures to ensure that handwashing facilities are checked and cleaned regularly, and that supplies of hand soap, alcohol hand rub/ sanitiser, skin friendly skin wipes, and paper towels are checked and topped up where necessary. • Review stocks of hand soap, alcohol hand rub/ sanitiser, skin friendly skin wipes, paper towels and tissues; and purchase additional stocks if required. • Provide tissues and bins in buildings and other key areas to support the 'catch it, bin it, kill it' approach and ensure that these are topped up regularly. • Brief staff, pupils, contractors and visitors on the need to wash their hands regularly (and upon arrival at the school, after using the toilet or changing a nappy, before and after eating or handling food, when changing rooms, and after blowing their nose/sneezing/coughing) and on the correct handwashing technique (NHS advice on handwashing, including a video, is available here). • Brief staff, pupils, contractors and visitors on good respiratory hygiene practices (i.e. covering your mouth and nose with your bent elbow or tissue when you cough or sneeze, 'catch it, bin it, kill it'). • Brief staff, pupils, contractors and visitors on the need to avoid touching their face (and especially the eyes, nose and mouth). • Brief staff and pupils on the need for non-contact greetings (i.e. no shaking hands, hugs etc.). • Display posters in prominent locations to remind staff, pupils and others of good hand and respiratory hygiene practices. • Staff to supervise young children and those with complex needs to ensure they wash their hands for 20 seconds, more often than usual (and upon arrival at the school, after using the toilet, before and after eating, and after blowing their nose/sneezing/coughing/touching their face) with soap and water or alcohol 	<p>Y</p>	<p>21</p>

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		<p>hand rub/ sanitiser and catch coughs and sneezes in tissues. If alcohol hand rub/ sanitiser is being used, then staff to closely supervise safe use given the ingestion risk. Skin friendly skin cleaning wipes can be used as an alternative.</p> <ul style="list-style-type: none"> • Staff to encourage young children to learn and practice good hand and respiratory hygiene through games, songs and repetition. <p>See endnotes for further information on these control measures^{xxi}</p>		
<p>22. Contractors/ visitors attending site.</p>	<p>All.</p> <p>Potential spread of COVID-19 to staff pupils and others from persons visiting site.</p>	<ul style="list-style-type: none"> • Hold meetings with would be visitors remotely (i.e. video-calls/ conferencing) where possible. • Limit the number of contractors/ visitors on site at any one time. • Record to be kept of all contractors/ visitors attending site. (N.B. you will already have a contractor/ visitor sign in/ out process in place, and this will be extremely important going forward for tracking and tracing should any go on to develop symptoms). • Limit the areas of the workplace that contractors/ visitors are permitted to access. • Reschedule the times that contractors/ visitors attend site to minimise interaction with staff and pupils (e.g. can routine maintenance be carried out at weekends or outside of core hours?). • Obtain confirmation from contractors/ visitors that both they and all members of their household do not have symptoms of COVID-19, and that they have not been notified to self-isolate through NHS Test & Trace prior to them attending site. • Deliveries left in a designated area (estate yard) near to the entrance to prevent the need for couriers to enter the school buildings. • Provide hand washing facilities or alcohol hand rub/ sanitiser at entry points and insist that contractors/ visitors thoroughly clean their hands before entering. • Upon arrival at the site, staff to brief contractors/ visitors to: <ul style="list-style-type: none"> ○ Wash their hands with soap and water for at least 20 seconds regularly whilst on site (and upon arrival, after using the toilet, before and after eating or handling food, when changing rooms, and after blowing their nose/ sneezing/ coughing/ touching their face), and prior to leaving the 	<p>Y</p>	<p>22</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		<ul style="list-style-type: none"> site; ○ Maintain good respiratory hygiene practices (i.e. cover their mouth and nose with their bent elbow or tissue when they cough or sneeze, 'catch it, bin it, kill it'); ○ The need to avoid touching their face (and especially the eyes, nose and mouth); and ○ The need to follow the social distancing guidance whilst on site (N.B. you may need to instruct them on your own local rules, such as one way systems to follow etc.). ● Staff to maintain social distancing when escorting contractors/ visitors. ● Obtain copies of contractors' COVID-19 risk assessments prior to them attending site and ensure that they comply with the specified control measures. ● Clean/ disinfect areas that have been temporarily occupied by contractors or visitors. <p>See endnotes for further information on these control measures^{xxii}</p>		
<p>23. Use of supply teachers and other temporary or peripatetic teachers</p>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> ● Ensure that supply/temporary/peripatetic staff are briefed on the procedures to follow in relation to COVID-19 prior to attending site for the first time (or upon arrival at the site for the first time). ● Supply/temporary/peripatetic staff to be advised to take particular care to maintain distance from other staff and pupils. ● Consider using longer assignments to minimise the number of temporary staff entering the premises. <p>See endnotes for further information on these control measures^{xxiii}</p>	<p>Y</p>	<p>See 15</p>
<p>24. Lack of adequate cleaning regime for general areas leading to indirect transmission of the virus through contact with contaminated surfaces.</p>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> ● Cleaning regime for general areas in place considering areas of the school that will be occupied, location of frequently touched surfaces, and suitability of existing cleaning substances and equipment used with a view to improving the frequency and intensity of cleaning. ● Ensure routine cleaning and disinfection of frequently touched surfaces (e.g. door handles, lift buttons, sinks, taps, light switches, toilets, handrails, work surfaces etc.). ● Reduce clutter and remove any items that are difficult to clean. ● Ensure that bins for tissues are emptied regularly (lidded bins to be are 	<p>Y</p>	<p>24</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>provided in each building for disposing of tissues and used masks).</p> <ul style="list-style-type: none"> • Ensure that COSHH assessments are completed for any new cleaning substances introduced as a result of your review. • Review stocks of cleaning substances, equipment, and PPE and purchase additional stocks if required. • Cleaning staff to be provided with suitable PPE (i.e. disposable gloves and aprons as a minimum). • Cleaning staff to be provided with training on any changes to the cleaning regime, including any new cleaning substances/equipment and/or PPE (N.B. all training should be recorded). • Cleaning schedules to be compiled (or update existing schedules to reflect changes). <p>See endnotes for further information on these control measures^{xxiv}</p>		
<p>25. Lack of adequate cleaning regime for shared items/equipment leading to indirect transmission of the virus through contact with contaminated surfaces.</p>	<p>All. Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Review and agree on equipment/resources that can be shared in learning environments and communicate this to staff and pupils; • Review and agree on items that can be brought into school and communicate this to staff, pupils, and parents (the government guidance recommends that that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed). • Sharing of individual and very frequently used equipment, such as pens and pencils, to be avoided (staff and pupils to have their own items). • Review cleaning regime for shared items/resources that will be shared within bubbles, that will be shared between different groups or bubbles, and that will be shared between staff. • Pupils and staff will wipe down work areas after use(wipes to be provided for each classroom. • Classroom based resources (such as books and games) used within the bubble to be cleaned regularly. • Resources that are shared between classes or bubbles (e.g. sport, art, science equipment etc.) to be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48hrs (72hrs for plastics) between use by different bubbles. • Outdoor play equipment and resources used by wraparound care providers to 	<p>Y</p>	<p>25 25.1</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>be cleaned more frequently.</p> <ul style="list-style-type: none"> • Equipment that needs to be shared between staff (e.g. kettles, interactive whiteboard remotes etc.) to be cleaned more frequently. • Unnecessary sharing of take-home resources to be avoided (N.B. similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources). • Staff and pupils to use allocated desks/tables where possible. Hot desking to be avoided. Desks/tables to be appropriately cleaned prior to each new user. • Reduce clutter and remove any items that are difficult to clean. • Ensure that COSHH assessments are completed for any new hazardous cleaning substances introduced as a result of your review. • Review stocks of cleaning substances, equipment, and PPE and purchase additional stocks if required. • Teaching and cleaning staff to be provided with training on any changes to the cleaning regime, including any new cleaning substances/equipment and/or PPE (N.B. all training should be recorded). • Cleaning schedules/procedures to be compiled (or update existing schedules/procedures to reflect changes). <p>See endnotes for further information on these control measures^{xxv}</p>		25.2
<p>26. Lack of adequate cleaning regime for areas known or suspected to be contaminated (e.g. a boarding house used to quarantine suspected/confirmed cases of COVID-19, isolation room used to house a suspected case etc.) leading to indirect transmission of the virus through contact with contaminated surfaces/equipment.</p>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Review suitability of existing cleaning substances, equipment, and PPE for use on areas known or suspected to be contaminated against the government guidance document COVID-19: cleaning in non-healthcare settings outside the home. • Ensure that COSHH assessments are completed for any new cleaning substances introduced as a result of your review. • Review stocks of cleaning substances, equipment, and PPE, and purchase additional stocks if required. • Close and secure the contaminated room/area where possible to restrict access until cleaning has been undertaken. Where possible, leave the area/room closed and wait for 72hrs before cleaning as the amount of virus living on surfaces will have reduced significantly, or confirmation of a negative test result. • Staff or contract cleaners to follow the latest government guidance on COVID-19: cleaning in non-healthcare settings outside the home, including completion 	Y	26

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>of a risk assessment of the setting prior to cleaning to determine the level of PPE required.</p> <ul style="list-style-type: none"> • Potentially contaminated laundry items to be washed in accordance with the manufacturer’s instructions using the warmest water setting and items dried completely. Staff must not shake dirty laundry prior to washing. • Waste from possible cases and cleaning of areas where possible cases have been (including any disposable cloths and tissues) to be double bagged and stored/ disposed of in line with the government guidance. • Provide cleaning staff with suitable PPE (i.e. disposable gloves and aprons as a minimum, with use of protection for the eyes, mouth and nose for heavily contaminated areas such as where unwell individuals have slept in a boarding room/ dormitory, or there is visible contamination with bodily fluids. Fluid resistant surgical masks (also known as Type IIR) will also be required for individuals completing cleaning activities within 2m of a suspected/ confirmed case). • Provide cleaning staff with training on the latest government guidance and ensure that this is refreshed in line with any changes to the guidance (N.B. all training should be recorded). • Provide cleaning staff with training on any new cleaning substances, equipment and/or PPE (N.B. all training should be recorded). <p>See endnotes for further information on these control measures^{xxvi}</p>		
<p>27. Hazards associated with the catering provision</p>	<p>All</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<ul style="list-style-type: none"> • Where staff/pupils bring in a packed lunch – compile and issue procedures to be followed (e.g. storage of packed lunches, permitted locations for consumption, importance of handwashing before and after eating etc.). • Catering provision is managed by a contactor - review the guidance document Guidance for food businesses on coronavirus (COVID-19) and Keeping workers and customers safe during COVID-19 in restaurants, pubs, bars and takeaway services and liaise with the catering contractor to ensure that you are satisfied with the risk assessment, procedures, and training that they have in place. • Review and identify multi-touch points of service at serveries, salad bars, and drinks stations and either eliminate, or reduce where possible. For example, food and drinks could be served as opposed to self-service. Where this is not 	<p>Y</p>	<p>See 10</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>possible, then cleaning regimes to be increased (e.g. regularly cleaning push buttons on drinks machines etc.). Ensure that cleaning schedules are updated where necessary.</p> <ul style="list-style-type: none"> • Review and increase cleaning regimes for areas where food is prepared and consumed. Ensure that cleaning schedules are updated where necessary. • Ensure that any refreshments for events (e.g. team meetings) are served rather than self-service where possible (i.e. buffets should be avoided, unless food items are individually wrapped). • Temporarily halt the use of cash for payments at Paddy and Scotts, tuck shop and use contactless card payments where possible. • Regularly remind staff and pupils of the need to wash their hands thoroughly before and after meals. • Provide staff responsible for preparing food with refresher training in personal hygiene and correct handwashing techniques. • If you need to hire in any temporary agency staff to assist with catering provision, ensure that your medical questionnaires include a line on the virus symptoms. <p>See endnotes for further information on these control measures^{xxvii}</p>		
<p>28. Lack of adequate trained fire personnel.</p>	<p>All.</p> <p>Various injuries ranging from minor to serious, or death arising from poorly executed fire evacuation.</p>	<ul style="list-style-type: none"> • Review list of managers and other staff with key roles in your fire procedures (e.g. responsible persons, fire managers, fire wardens/marshals etc.) to determine who is available (i.e. are any self-isolating?). • Identify further key persons required, together with deputies/cover, and provide training accordingly • Ensure that all staff are aware of their responsibilities during a fire evacuation and provide refresher training where required (N.B. any training should be recorded). <p>See endnotes for further information on these control measures^{xxviii}</p>	<p>Y</p>	<p>28</p>
<p>29. New fire hazards as a result of implementing control measures for COVID-19.</p>	<p>All.</p> <p>Increased risk of fire, and/or delays in persons evacuating from</p>	<ul style="list-style-type: none"> • Review fire assembly points to ensure that they are conducive with social distancing advice where possible (i.e. that building occupants will not be required to congregate in small areas). • Ensure that staff working in areas of the school site that are not familiar to them are briefed on the fire procedures and complete a walkthrough to identify escape routes, fire exits and assembly points. 	<p>Y</p>	<p>29</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
	the building.	<ul style="list-style-type: none"> Ensure that pupils learning in areas of the school site that are not familiar to them are briefed on the fire procedures (e.g. escape routes, fire exits and assembly points etc.). Consider any new fire hazards introduced as a result of implementing control measures for COVID-19 (such a propping doors open to minimise multi-touch points and improve ventilation, the installation of any physical barriers to assist with social distancing, and storage of large quantities of alcohol hand rub etc.) and ensure that the fire risk assessment is reviewed and updated. Ensure that the fire procedures are reviewed and updated to consider any changes required. Ensure that any Personal Emergency Evacuation Plans (PEEPs) are reviewed and updated as a result of any changes to your fire procedures, and that all relevant persons (i.e. the person being assessed and any persons with roles in the PEEP) are notified of the changes. Ensure that any changes to the fire risk assessment and/or written fire procedures are communicated to staff. <p>See endnotes for further information on these control measures^{xxix}</p>		
30. Lack of adequate trained first aid/medical/administration of medication personnel.	All. Various injuries/illness as a result of delayed access to first aid/administration of medication.	<ul style="list-style-type: none"> Review list of trained first aiders, on-site medical staff, and those staff responsible for the administration of medication to determine who is available (i.e. are any self-isolating?). Review of first aid needs risk assessment to take account of reduced staff. Work to ensure that adequate coverage remains in place based on the needs of the staff and pupils on site. <p>See endnotes for further information on these control measures^{xxx}</p>	Y	30
31. Provision of first aid/ medical treatment to symptomatic individuals/confirmed cases.	Staff administering first aid/ medical treatment. Staff administering first	<ul style="list-style-type: none"> Review written first aid and medical procedures and risk assessments to account for the risk of members of staff dealing with symptomatic individuals and to outline PPE requirements. Review PPE to ensure that suitable supplies are available for those staff that may be required to care for symptomatic individuals (i.e. fluid-resistant surgical face masks, disposable gloves, disposable aprons, and face visors or goggles). 	Y	31

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
	aid/ medical treatment could contract COVID-19 from the individual being treated.	<ul style="list-style-type: none"> Ensure that first aiders and in-house medical staff are trained on the new procedures, including what PPE is required, and how to put on, take off, and dispose of items of PPE (N.B. any training should be recorded). Review bodily fluid and infection control procedures. <p>See endnotes for further information on these control measures^{xxxii}</p>		
32 Lack of risk assessments for any new/adapted teaching activities.	All. Various injuries arising from teaching activities.	<ul style="list-style-type: none"> Ensure that staff are briefed on the need to complete risk assessments prior to the introduction of any new/adapted teaching activities. Ensure that any other staff involved in the new/adapted activity are briefed on the content of the risk assessment. <p>See endnotes for further information on these control measures^{xxxiii}</p>	Y	32
33. Legionella risk arising from unused buildings and/or parts of the premises.	All. Exposure to legionella bacteria leading to serious illness or death.	<ul style="list-style-type: none"> All buildings have been continuously flushed by in house maintenance team and/or water hygiene contractor 4i Water to ensure buildings are safe for reopening . Identify any buildings and internal/external areas of the site that are likely to be unoccupied after reopening and review list of infrequently used outlets. Ensure that all infrequently used outlets are flushed regularly (weekly is recommended as a minimum). Ensure that both the legionella risk assessment and legionella written control scheme are updated in line with the above. Ensure that persons tasked with actions relating to the legionella written control scheme (Maintenance team and third party contractor etc.) are advised of any changes. N.B. if there are any aspects of your legionella written control scheme that you will be unable to maintain upon reopening then you should contact your water hygiene contractor for advice. <p>See endnotes for further information on these control measures^{xxxiii}</p>	Y	33
34. Poor ventilation	All. Poor levels of ventilation leading to an increased risk of the spread of COVID-19.	<ul style="list-style-type: none"> Advising staff to open windows where possible and safe to do so. Assessing which doors (if any) can be propped open to improve ventilation) and advising staff on which doors can be propped open and the procedures to follow (e.g. that staff are advised to remove any wedges and close doors when rooms are left unoccupied etc.). Where such procedures are implemented, close monitoring will be necessary to ensure that staff are complying with requirements. 	Y	34

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		<ul style="list-style-type: none"> • Fire door are not to be propped open • Ensuring that building services operation is reviewed against the guidance provided by the Federation of European Heating, Ventilation and Air Conditioning Associations in How to operate and use building services in order to prevent the spread of the coronavirus disease (COVID-19) virus (SARS-CoV-2) in workplaces. <p>See endnotes for further information on these control measures^{xxxiv}</p>		
35. Failure to complete adequate cleaning and checks prior to reopening the School	All Various issues could arise as a result of not completing the necessary checks	<ul style="list-style-type: none"> • Nominate a member of staff for managing the premises, reviewing risk assessments and implementing any measures to ensure that safety is maintained for reopening. • Complete a visual inspection of the buildings to determine levels of cleanliness and identify any damage or other concerns. • Review maintenance records to determine any inspections, tests and/or specialist cleaning that may have been missed during the initial lockdown period and/or that will be required prior to reopening. • Arrange for a competent person to test/ inspect all relevant fire safety equipment and systems to ensure that they are fully operational prior to reopening. • Complete a visual inspection of all ACMs prior to reopening to confirm that there has been no damage during the initial lockdown period. If any damage is identified, the area is to be isolated immediately and asbestos consultant contacted for their advice. • Ensure that a written plan is formulated to ensure that all necessary inspections, tests, and cleaning are undertaken prior to reopening (N.B. you may wish to develop a checklist for this). N.B. if there are any inspections, tests, and/or specialist cleaning that cannot be undertaken prior to reopening for any reason then you will need to consider the legal and safety implications and seek competent advice where necessary. <p>See endnotes for further information on these control measures^{xxxv}</p>	Y	35
36. Poor staff wellbeing	Staff. Poor mental health, including work-related	<ul style="list-style-type: none"> • Update the existing stress risk assessment to consider the additional concerns raised by COVID-19 (as outlined above). • Consult with staff on the protective measures that are being implemented. • Brief all staff in the protective measures that are (or will be) in place. <p>See endnotes for further information on these control measures^{xxxvi}</p>	Y	36

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
	stress.			
37. Staff working from home – risks associated with use of Display Screen Equipment (DSE) and mental health/emotional wellbeing.	<p>Staff.</p> <p>Aches and pains from adopting poor posture whilst using DSE.</p> <p>Fear/anxiety/stress caused by difficulty in completing work, and lack of social interaction.</p> <p>Lack of insurance cover for school-owned equipment used in the home.</p>	<ul style="list-style-type: none"> • Provide employees working from home with guidance on the safe use of DSE and ways in which they can maintain physical and emotional wellbeing . • Provide employees working from home with information on who they can speak to if they need help/support (e.g. Line Manager, HR, IT support etc.) • For those staff working from home temporarily, consider issuing a homeworker checklist to assist in identifying any individual issues • Consider any employees with disabilities whereby reasonable adjustments may be required (e.g. provision of equipment etc.). • Where feasible, consider providing employees using a laptop and working from home temporarily with inexpensive equipment to assist them in setting up an appropriate temporary workstation • Line Managers to communicate regularly with employees working from home (e.g. weekly check-ins as a minimum) to make sure that they are coping with their home working arrangements, their workload, and to answer any questions or concerns that they may have. • Line Managers to keep their teams up to date on any changes that may impact them. • For those staff who will be working from home on a long-term basis, ensure that a suitable home worker risk assessment is carried out (including a home workstation assessment where necessary), and that any issues identified are addressed within a reasonable timeframe, including the provision of work equipment where necessary. <p>See endnotes for further information on these control measures^{xxxvii}</p>	Y	37
38. Poor pupil wellbeing	<p>Pupils.</p> <p>Fear, anxiety, and poor mental health.</p>	<ul style="list-style-type: none"> • Government guidance has been reviewed, Culford School Positive Mental Health Policy in place to best support returning pupils using available resources (N.B. where the school has a School Nurse or other medical staff, you should also involve them in the planning process). • Ensure that all Staff and Pupils are aware of the policy and the information • Each school has wellness leaders to support staff and pupils • Ensure that pupils are informed of who they can speak to if they have any worries/concerns about returning to school. 	Y	38

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		See endnotes for further information on these control measures ^{xxxviii}		
39. Pupils learning at home – risks associated with use of Display Screen Equipment (DSE) and mental health/emotional wellbeing.	<p>Pupils.</p> <p>Aches and pains from adopting poor posture whilst using DSE.</p> <p>Fear and anxiety caused by difficulty in completing work, and lack of social interaction with friends.</p>	<ul style="list-style-type: none"> • Provide pupils with guidance on how to safely learn at home. You can download our guidance document Top Tips for Pupils Learning from Home (aimed at younger pupils), and Top Tips for Students Learning from Home (aimed at older pupils). • Provide pupils learning from home with information on who they can speak to if they need help/support (e.g. teaching staff, personal tutor, IT support etc.). • Review communication channels for academic and pastoral support. <p>See endnotes for further information on these control measures^{xxxix}</p>	Y	39
40. Fear/ anxiety caused by returning to school.	<p>Staff, pupils, and parents</p> <p>Staff, pupils, and/or parents may suffer negative mental health effects as a result of fear/ anxiety about returning to the school.</p>	<ul style="list-style-type: none"> • Hold conversations with staff in addition to the return to work staff questionnaires to identify those who have serious concerns about returning to the workplace and may suffer negative mental health effects if asked to do so. • Provide staff, pupils and parents with details of the measures that you will be taking to minimise the risk of them contracting the virus at the school. • Identify any specific concerns that employees, pupils, and parents have (e.g. certain activities or areas of the site) and address these concerns where possible. • Make reasonable adjustments where possible to alleviate concerns on a case by case basis. • Identifying of pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them • Bereavement Procedure updated <p>See endnotes for further information on these control measures^{xi}</p>	Y	See 1 40 40.1
41.	SEND Pupils.	<ul style="list-style-type: none"> • SENCO/learning support staff to identify any potential issues and ensure that 	Y	41

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
Pupils with SEND	SEND pupils are not adequately supported.	<p>suitable plans (and where relevant, risk assessments) are in place prior to SEND pupils returning to school in September.</p> <ul style="list-style-type: none"> Review of workspace to support one to one learning <p>See endnotes for further information on these control measures^{xii}</p>		
42. Lack of adequate pupil safeguarding procedures for virtual/online taught sessions, including 1:1 sessions such as music lessons etc.	<p>Staff and pupils.</p> <p>Various potential safeguarding issues.</p>	<ul style="list-style-type: none"> DSL reviewed child protection/safeguarding procedures against the government guidance documents Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and Safeguarding and remote education during coronavirus (COVID-19) to consider potential issues with virtual/online teaching and learning. Staff and volunteers to be provided with a copy of the updated child protection/safeguarding policy (e.g. via email, available on staff intranet etc.) and briefed on the key changes. Copy of updated child protection/safeguarding policy to be made available publicly (e.g. on the school's website). Child protection/safeguarding policy to be kept under review as the situation evolves and following changes to the government guidance. <p>See endnotes for further information on these control measures^{xliii}</p>	Y	42
43. Absence of the Designated Safeguarding Lead (DSL), Deputy DSL or other key safeguarding staff	<p>All</p> <p>Lack of suitable child protection/ safeguarding staff leading to issues with recording and reporting</p>	<ul style="list-style-type: none"> Review DSL/Deputy DSL's and other key child protection/ safeguarding staff available on site in light of the current situation (i.e. are any self-isolating?). Nominate a senior leader who can take responsibility for co-ordinating safeguarding on site should the DSL or Deputy DSL's be absent. Ensure that school staff are kept up to date on any changes to the DSL, Deputy DSL's or other key child protection/safeguarding staff – i.e. they should be aware of who to contact should they have any concerns, and how they can contact them. <p>See endnotes for further information on these control measures^{xliiii}</p>	Y	43
44. Failure to update the child protection/ safeguarding policy to reflect new procedures as a result of	<p>Staff and pupils</p> <p>Various potential child protection/ safeguarding</p>	<ul style="list-style-type: none"> DSL or Deputy DSL's to lead a review of the school's existing child protection/ safeguarding policy against the Government guidance document Coronavirus COVID-19): safeguarding in schools, colleges and other providers. Staff and volunteers to be provided with a copy of the updated child protection/safeguarding policy (e.g. via email, available on staff intranet etc.) 	Y	See 42

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
COVID-19	issues	<p>and briefed on the key changes.</p> <ul style="list-style-type: none"> • Copy of updated child protection/safeguarding policy to be made available publicly (e.g. on the school's website). • Child protection/safeguarding policy to be kept under review as the situation evolves and following changes to the government guidance. <p>See endnotes for further information on these control measures^{xliiv}</p>		
<p>45. Lack of adequate communication related to COVID-19 procedures to staff, pupils, parents/ carers, contractors and visitors</p>	<p>All</p> <p>Staff, pupils, parents, contractors and visitors not being made aware of procedures</p>	<ul style="list-style-type: none"> • A COVID Committee has been created to oversee communication and implementation of control measures to Culford stakeholders. • Covid Portal is on the Culford Website where pupils, parents and staff will be signposted for policy and training materials • Develop communication plan to consider both internal and external communications (i.e. what needs to be communicated, when, to whom, and how). • Liaise with contractors/ in-house staff and suppliers (e.g. cleaning, catering, food supplies, hygiene supplies etc.) to ensure that they are aware of the school's needs upon reopening (please also refer to the sections of this template risk assessment covering cleaning and catering). • Compile and issue formal communications to parents to advise them of key information including: <ul style="list-style-type: none"> ○ That they and/or their child/ren must not enter the school site if they (and/or a member of their household) are displaying any symptoms of COVID-19, or if they have been advised to self-isolate by NHS Test & Trace, and to follow the Stay at home: guidance for households with possible coronavirus (COVID-19) infection; ○ That their child must not attend school if they have returned from a country requiring self-isolation upon return to the UK within the last 14 days; ○ That only one parent is permitted to attend the school for drop off/pick up; ○ Not to gather at the school entrances/doors and to maintain social distancing; ○ Their designated drop off/pick up point and times ○ That they must not enter the buildings unless they have a pre-arranged appointment; ○ Procedures for pre-arranged appointments (i.e. where they should report upon arrival, hygiene procedures, how social distancing will be maintained 	<p>Y</p>	<p>See 21</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>etc.);</p> <ul style="list-style-type: none"> ○ Copies of relevant risk assessments to demonstrate how you intend to minimise the risk; and ○ Advice on use of public transport (i.e. they could be directed to read the safer travel guidance for passengers and to avoid travelling during peak times) , or where the school will be providing transport for pupils, the procedures for them to follow and measures in place to minimise the risk. ● Consider how to engage parents and pupils in relevant education resources ● Compile and issue formal communications to staff to advise them of key information including: <ul style="list-style-type: none"> ○ That they must not enter the school site if they (and/or a member of their household) are displaying any symptoms of COVID-19, or if they have been advised to self-isolate by NHS Test & Trace, and to follow the Stay at home: guidance for households with possible coronavirus (COVID-19) infection; ○ That they must not attend school if they have returned from a country requiring self-isolation upon return to the UK within the last 14 days; ○ Procedures to follow should either they or either a pupil/visitor/contractor etc. develop COVID-19 symptoms whilst on site; ○ Social distancing and hygiene procedures; ○ Any changes to fire or first aid procedures; ○ Timetable changes (timings, locations etc.); ○ The designated drop off/pick up points and times for pupils (N.B. site maps could be used to indicate drop off/pick up locations to minimise confusion); ○ That parents/visitors must not enter the buildings unless they have a pre-arranged appointment; ○ Copies of relevant risk assessments to demonstrate how you intend to minimise the risk; and ○ Advice on use of public transport (i.e. they could be directed to read the safer travel guidance for passengers and to avoid travelling during peak times). N.B. you may wish to compile a COVID-19 staff induction that can be provided to all staff prior to their return to site that can be used as a formal process to cover all of the above. This could be delivered online (e.g. via a virtual training session, video tutorial etc.) You should also consider a formal induction for pupils. It is recommended that inductions 		

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>are recorded as evidence of training.</p> <ul style="list-style-type: none"> Complete a training needs analysis to identify any additional staff training that will be required (e.g. cleaning staff, catering staff, first aiders/medical staff/boarding staff responding to a suspected case, changes in fire procedures etc.). Review and update staff disciplinary and pupil behaviour policies to reflect the new rules and routines. (N.B. you may wish to consider developing a separate COVID-19 Code of Conduct that can be briefed to staff and pupils, and used to support disciplinary action for non-compliance). <p>See endnotes for further information on these control measures^{xiv}</p>		
46. Failure to consult with staff and others on the risks presented by COVID-19.	<p>Staff.</p> <p>Staff are not provided with the opportunity to actively contribute to the risk assessment process.</p>	<ul style="list-style-type: none"> A COVID Committee has been created to oversee consultation, communication and implementation of control measures to Culford stakeholders Issuing copies of risk assessments to staff and others and inviting feedback. Consider publishing the COVID-19 risk assessment on the school website to provide transparency of approach (HSE would expect all employers with over 50 staff to do so). Adding COVID-19 as a rolling item for the H&S Committee. <p>See endnotes for further information on these control measures^{xivi}</p>	Y	46
47. Failure to develop a contingency plan for outbreaks.	All.	<ul style="list-style-type: none"> Review section 5 of the latest guidance for schools and develop suitable contingency plans. <p>See endnotes for further information on these control measures^{xvii}</p>	Y	47
48. Failure to implement and adhere to the latest government advice/guidance	<p>All.</p> <p>Failure to adhere to government advice/guidance resulting in increased risk of infection.</p>	<ul style="list-style-type: none"> Nominate a member of staff (or number of staff) to complete a review of the above and any other key information channels and feed back key points to SMT and COVID Committee SMT/Covid Committee to review key points and decide on any actions required. Develop action plans to implement any changes to school operations, with periodic monitoring by SMT Ensure that this risk assessment and any related procedures are reviewed and updated in line with any changes to the guidance, and that updates are 	Y	48

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? (Yes / No)	Action Ref. No.
		communicated to staff and where relevant, parents and pupils. See endnotes for further information on these control measures ^{xlviii}		
49. Failure to gain approval for, and monitor the implementation and effectiveness of this risk assessment (and any associated policies/ procedures)	All. Failure to adhere to the content of this risk assessment and any related policies/ procedures leading to increased risk of the spread of COVID-19 on site and possibility of criminal prosecution and/or civil litigation.	<ul style="list-style-type: none"> • Ensure that this risk assessment is reviewed and agreed at Board level. • Nominate a member of SMT to take overall responsibility for the implementation and monitoring of the risk assessment and any related policies/ procedures. • Monitor compliance, such as cleaning checklists, health & safety walks to observe social distancing practices • Hold regular meetings to discuss the school's COVID-19 response • Develop action plans to address any issues • Ensure that this risk assessment and any related policies/ procedures are reviewed and updated where required (i.e. periodically, following any confirmed cases of COVID-19 amongst the staff or pupil population, following any accidents/incidents/near misses associated with measures you have implemented for COVID-19; and/or following any changes to the matters to which it relates) and that updates are communicated to staff and where relevant, parents and pupils. See endnotes for further information on these control measures ^{xlix}	Y	49

Endnotes

1.ⁱ

The latest guidance for schools states that:

“Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.

It remains that wider government policy advises those who can work from home to do so. This will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.

Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.

Advice for those who are clinically-vulnerable, including pregnant women, is available.

Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.

School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for clinically-vulnerable people.

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.”

Potential control measures may include:

- Review of back to work questionnaires issued to all staff to identify any individuals that may be classed as clinically vulnerable or clinically extremely vulnerable
- For staff identified as clinically vulnerable or clinically extremely vulnerable, Line Managers to seek alternative working arrangements to enable them to work from home wherever possible. If this is not possible, then an individual risk assessment will be carried out and recorded to agree on a suitable role (i.e. whereby social distancing can be maintained), and suitable control measures to reduce the risk so far as is reasonably practicable N.B. It is recommended that risk assessments are signed and dated by both the assessor and person being assessed, and are regularly reviewed and updated in line with any changes.

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- For any staff with particular characteristics who may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report and who have concerns about working at the school, the school will discuss their concerns, explain the measures that are in place to reduce risks, and accommodate additional measures where reasonably practicable.

2. ⁱⁱ

You'll need to take steps to identify those pupils that have underlying health conditions that may put them at either increased or very high risk of severe illness from COVID-19, i.e. those that are clinically vulnerable or clinically extremely vulnerable.

The latest guidance for schools states that:

“We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent.
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - ‘shielding’ guidance for children and young people.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.”

3. ⁱⁱⁱ

Considerations

You'll need to think about key staff required for the day-to-day operation of your site, for example:

- Senior management;
- Estates/facilities/maintenance staff to complete opening and closing of the site, routine monitoring (such as weekly fire alarm checks, temperature checks and flushing for prevention of legionella etc.), and deal with any urgent maintenance issues;
- Catering staff to provide food for staff and pupils;
- Cleaning/housekeeping staff to maintain high levels of cleanliness;
- Boarding staff to supervise boarders;
- First aid and medical staff (please refer to the section of this risk assessment entitled ‘lack of adequate trained first aid/medical/administration of medication personnel’);
- Staff trained to assist in emergency evacuations (please refer to the section of this risk assessment entitled ‘lack of adequate trained fire personnel’); and

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- Teaching staff to supervise pupils during classes and breaks.

Then for each of these key groups you'll need to try and identify the minimum service requirements to keep the site functioning safely and make contingency plans where possible should staffing levels fall below what is required (e.g. for a day school, staff and pupils could be asked to bring in a packed lunch should the catering staff levels fall below minimum requirements, estates/facilities/maintenance staff could train others in opening and closing procedures incase they are not able to attend site etc.).

It would also be useful to identify the key staffing scenarios that may trigger closure or partial closure of the school (N.B. this may already be covered in your general business continuity plans).

You may wish to consider keeping key staff such as cleaners, estates/facilities/maintenance etc. in small 'bubbles' to reduce the risk of whole teams needing to self-isolate should one staff member develop symptoms.

4. iv

Considerations

If a member of staff, visitor (including parents) or contractor becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia) whilst on site they must be sent home and advised to follow the stay at home guidance. They should not visit their GP, a hospital or a pharmacy. If their life is at risk or if they are seriously ill, then a member of staff should call 999. They must self-isolate and should arrange to have a test to see if they have COVID-19. Other members of their household should self-isolate when the symptomatic person first had symptoms.

If a pupil becomes unwell with a new, continuous cough or a high temperature or has a loss of, or change in, their normal sense of taste or smell (anosmia) whilst on site, they must be sent home with their parent/carer and advised to follow the stay at home guidance. They should not visit their GP, a hospital or a pharmacy. If their life is at risk or if they are seriously ill, then a member of staff should call 999. They must self-isolate and should arrange to have a test to see if they have COVID-19. Other members of their household (including any siblings) should self-isolate from when the symptomatic pupil first had symptoms.

Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

Schools should ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

If a member of staff is diagnosed as having COVID-19 attributed to an occupational exposure to coronavirus, this must be reported to the enforcing authority under RIDDOR 2013 as an exposure to a biological agent using the case of disease report form. Further information is available from the Health & Safety Executive (HSE).

If a member of staff dies as a result of COVID-19 and there is reasonable evidence that a work-related exposure caused the worker's death then this must be reported to the HSE under RIDDOR 2013 as a death due to exposure to a biological agent using the case of disease report form. Workplace fatalities must be reported to the HSE by the quickest practicable means without delay, and a report of that fatality must be sent within 10 days of the incident. Further information is available from the Health & Safety Executive (HSE).

If an accident or incident at work has, or could have, led to the release or escape of coronavirus (SARS-CoV-2), this must be reported to the enforcing authority under RIDDOR 2013 as a dangerous occurrence. Further information is available from the HSE.

If a member of staff, pupil, visitor, or contractor displaying symptoms is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. Schools should be mindful of individual pupils' needs – for example it would not be appropriate for younger children to be alone without adult supervision. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Suitable Personal Protective Equipment (PPE) should be worn by staff caring for the individual whilst they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). Information on the PPE required is provided in Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE). If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. If they need clinical advice, they (or their teacher, parent or carer) should go online to NHS 111 (or call 111 if they don't have internet access). In an emergency, call 999 if they are seriously ill or injured or their life is at risk.

Consider that parents/carers/family members attending site to collect a pupil/member of staff/contractor displaying symptoms may also have the virus themselves, and so should not be permitted to access any other areas of the school.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.

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 normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance

Staff, contractors and pupils should be made aware that they must inform a member of school staff prior to leaving the site (i.e. they should not just leave the site without informing that school that they have developed symptoms of COVID-19).

5.^v

Considerations

The latest guidance for schools states that:

“If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home. For more information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the guidance on isolation for residential educational settings.”

If a pupil or student in a boarding school shows symptoms of coronavirus, the setting should ensure that pupils self-isolate and are looked after by residential staff.

Where this is not possible, and non-residential staff need to leave and enter the residential facility, the school or the manager of the accommodation should operate a staff rota that minimises the risk of transmission by keeping the same staff together with the same pupils as far as that is possible.

Settings will need to ensure that the arrangements for oversight of pupils and students in isolation protects the safety and welfare of all children and staff.

You will need to put in place arrangements to bring meals and other essential commodities to the areas where self-isolation is occurring.

Mainstream boarding schools are usually considered ‘households’ for the purposes of the household self-isolation policy. However, it may be that only parts of the whole setting should be considered to be a household. For example, if residential provision is spread across several separate buildings, it would be reasonable to treat these as different households.

Your approach to deciding what constitutes a household and who should self-isolate because they are part of this household will depend on the physical layout of the residential educational setting, considering who shares a kitchen/bathroom, dormitories, and staffing arrangements. You can seek advice from PHE’s local health protection teams if needed.

The government has produced the following guidance documents:

- Coronavirus (COVID-19): guidance on isolation for residential educational settings; and
- Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)

You’ll need to review these and consider how they apply to your setting and boarding staff arrangements.

Potential control measures may include:

- Regularly brief boarding staff and pupils on the symptoms of COVID-19.
- Display posters informing of symptoms in prominent locations within the boarding houses/areas.
- Review your boarding accommodation to determine what would be considered ‘households’ for the purposes of the self-isolation policy. (N.B. this will depend on the physical layout of the residential educational setting, considering who shares a kitchen/ bathroom, dormitories, and staffing arrangements. You can seek advice from PHE’s local health protection teams if needed.
- Develop a written procedure outlining the steps to be followed should a member of boarding staff or boarder display symptoms whilst on site in line with the government guidance documents Coronavirus (COVID-19): guidance on isolation for residential educational settings and Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE).

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- Ensure that boarding staff and boarders are briefed on the procedures to follow should they become ill with symptoms of COVID-19 whilst on site and that this is refreshed periodically in line with any changes to the guidance and/or your procedures.
 - For suspected cases, use <https://111.nhs.uk/covid-19> for identifying symptoms and arrange a test immediately.
 - Review movements of suspected case(s) and ensure that suitable cleaning is undertaken in line with the government guidance.
 - Consistent staff rotas should be used where possible and staff should follow good infection prevention control.
 - Public Health advice to be followed in relation to any confirmed cases.

6.^{vi}

Considerations

The latest guidance for schools states that “essential measures include:

Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible.

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children’s ability to distance
- the lay out of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)

It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.”

Further information on how to group children is provided in the latest guidance for schools.

7. ^{vii}

Considerations

The latest guidance for schools states that:

“We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.

Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children’s social care provides more advice.”

8. ^{viii}

Considerations

The latest guidance for schools states that:

“We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.

Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children’s social care provides more advice.”

9. ^{ix}

Considerations

You will need to review the section on ‘measures elsewhere’ in the latest guidance for schools and decide how the social distancing principles can best be applied for your common areas such as access paths, corridors, lifts, social spaces, playgrounds, toilets etc.. While passing briefly in a corridor or playground is considered low risk, schools should avoid creating busy corridors, entrances and exits. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on building/site plans that can be distributed to staff and where relevant, pupil, parents/ carers.

In terms of toilets, the latest guidance for schools states that:

“different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.”

10. ^x

You’ll need to review the latest guidance for schools and ensure that suitable social distancing and hygiene measures are in place for lunchtime and other mealtimes

11. ^{xi}

Considerations

You will need to review the latest guidance for schools and decide how the social distancing principles can best be applied for your boarding accommodation. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on site/building plans that can be distributed to staff and parents/carers.

The Boarding Schools Association (BSA) have produced a COVID-Safe Charter, a voluntary code to which schools can adhere, and which aims to give confidence to everyone that the school is following all appropriate measures to ensure that boarding is a safe environment for pupils. Although member schools can choose whether they wish to adopt the Covid-Safe Charter, any school doing so must guarantee to meet all of the requirements. The BSA have also produced a template Checklist for Reopening Boarding Provision.

The guidance document Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) states that:

“Residential settings in which no one is showing symptoms should respond to coronavirus like any other domestic household. However, it is important that soft toys are not shared between children.”

Potential control measures may include:

- Consider the size, layout of boarding accommodation, and social distancing measures required to determine the maximum number of pupils and boarding staff that can be safely accommodated in residences.
- Consider how ‘households’ will be identified for the purposes of the household self-isolation policy following a confirmed/suspected case (please refer to the ‘suspected/confirmed case of COVID-19 on site – boarding staff/boarder’ section of this template risk assessment for further information).
- Consider appropriate social distancing measures for all areas of the boarding houses/areas (e.g. bedrooms/dormitories, bathrooms, kitchens, internal/external recreational spaces, and common areas such as corridors and staircases etc).
- Develop procedures for visitors to the boarding houses/areas (including any school staff that may need to enter the boarding houses/areas for work, such as cleaning and maintenance staff).

12. ^{xii}

Considerations

The latest guidance for schools states that “schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.”

You will need to review the latest guidance for schools and Working safely during COVID-19 in offices and contact centres and decide how the social distancing principles can best be applied for your staff offices, meeting rooms and staff rooms/ rest rooms.

Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on building/ room plans that can be distributed to staff.

13. ^{xiii}

Considerations

The latest guidance for schools states that “schools should avoid large gatherings such as assemblies or collective worship with more than one group.

14. ^{xiv}

You should continue to restrict access to your site to only those persons who are ‘essential’. This may include contractors required for maintenance/ repair services, deliveries, and in some cases visitors, such as parents/ carers. Where contractors/ visitors are required to enter the school, you should ensure that reasonable precautions are taken to prevent them potentially transmitting the virus to your staff, pupils or other persons on site.

15. ^{xv}

Considerations

The latest guidance for schools states:

“Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.”

You’ll need to update your music activity risk assessments to consider the risks posed by COVID-19 and ensure that suitable control measures are in place in line with the latest guidance.

16. ^{xvi}

Considerations

The latest guidance for schools states:

“Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Schools should refer to the following advice:

- guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport
- advice from organisations such as the Association for Physical Education and the Youth Sport Trust

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.” You’ll need to update your PE/Sport activity risk assessments to consider the risks posed by COVID-19 and ensure that suitable control measures are in place in line with the latest guidance.

17. ^{xvii}

Considerations

The latest guidance for schools states that:

“We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.

In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.”

It would be beneficial to compile an addendum to your Educational Visits Policy to consider the additional risks posed by COVID-19 and set out the specific procedures for Visit Leaders and others to follow when planning non-overnight domestic visits. When risk assessing educational visits, Visit Leaders will need to remain mindful of the local situation (e.g. R number and growth rate of COVID-19 for the area being visited).

18. ^{xviii}

Considerations

The latest guidance for schools states that:

“Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.

We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.

Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.”

If you provide before/after school clubs or holiday clubs, you’ll need to review the guidance mentioned above and complete and record a risk assessment. If any wraparound provision is delivered on your site by any third-party providers, you should liaise with them to ensure that you are satisfied with the risk assessment and procedures that they have in place.

19. ^{xix}

Considerations:

Staff and pupils may be at risk of contracting the virus whilst travelling to/from the site, particularly if they need to use public transport.

Your responsibility for ensuring that staff can commute into work safely, and pupils can travel to/from the school safely is limited as there are many factors that are outside of your control; however, it is recommended that you promote safe travel and make reasonable adjustments to facilitate this wherever possible.

20. ^{xx}

Considerations

If you provide transport for pupils to and from the school, for educational visits, and/or for sports fixtures, you will need to consider the risk of direct and indirect transmission and implement suitable control measures to minimise the risk.

The latest guidance for schools states that:

“Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport.

The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:

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- how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
 - use of hand sanitiser upon boarding and/or disembarking
 - additional cleaning of vehicles
 - organised queuing and boarding where possible
 - distancing within vehicles wherever possible
 - the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet.

Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.”

You should consider the above and ensure that your transport risk assessments are updated to consider the risks posed by COVID-19.

If transport is operated by a third party provider, you should liaise with them to ensure that you are satisfied with the risk assessment and procedures that they have in place.

21. ^{xxi}

Considerations

Good hand and respiratory hygiene is imperative in the fight to minimise the spread of the virus, and so you’ll need to ensure that adequate handwashing facilities are available and that staff and pupils are regularly briefed on good hand and respiratory hygiene practices. Posters and lesson plans on general hand hygiene can be found on the eBug and Public Health England website.

You’ll need to ensure that suitable handwashing facilities and procedures are in place to enable contractors and visitors to practice good hand and respiratory hygiene whilst on your site.

The latest guidance for schools states that:

“Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:

- whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly
- supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
- building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.”

22. ^{xxii}

Considerations

You should continue to restrict access to your site to only those persons who are ‘essential’. This may include contractors required for maintenance/ repair services, deliveries, and in some cases visitors, such as parents/ carers. Where contractors/ visitors are required to enter the school, you should ensure that reasonable precautions are taken to prevent them potentially transmitting the virus to your staff, pupils or other persons on site.

We have produced a template Visitor and Contractor Induction Checklist which may assist you in this. Please note that this addresses risks associated with COVID-19, and so should be used in conjunction with your existing induction procedures.

23. ^{xxiii}

Considerations

The latest guidance for schools states that:

“Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and Crown Commercial Service’s agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.

Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible.

Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.”

24. ^{xxiv}

Considerations

Tests have shown that the virus can survive on surfaces for periods of days, depending on the surface material and environmental conditions. It is therefore imperative that surfaces that occupants may touch are regularly cleaned. .

You’ll need to undertake a thorough review of your general cleaning regime in line with the guidance document COVID-19: cleaning in non-healthcare settings outside the home to ensure that cleaning is generally enhanced and includes:

- more frequent cleaning of rooms / shared areas that are used by different groups; and
- frequently touched surfaces being cleaned more often than normal (e.g. door handles, lift buttons, sinks, taps, light switches, toilets, handrails, work surfaces etc.).

You’ll need to liaise with teaching staff and cleaning staff/ contractors to ensure that a new regime is agreed and implemented.

If you employ cleaning staff, then you’ll be responsible for ensuring that suitable procedures are in place, suitable personal protective equipment (PPE) is made available and worn/taken off and stored correctly; and that suitable training is provided. If you use a contract cleaner, you should liaise with them to ensure that you are satisfied with the procedures, PPE and training that they have in place.

25. ^{xxv}

Considerations

The latest guidance for schools states that:

“Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.”

You’ll need to:

- Agree on the equipment/resources that can be shared;
- Agree on the items that staff and pupils can bring into school; and
- Liaise with teaching staff and cleaning staff/ contractors to ensure that a new regime for the cleaning of shared equipment/resources is agreed and implemented, and provide training where relevant.

26. ^{xxvi}

Considerations

If you employ cleaning staff, then you’ll be responsible for ensuring that suitable procedures are in place, suitable PPE is made available and worn/taken off and stored correctly; and that suitable training is provided. If you use a contract cleaner, you should liaise with them to ensure that you are satisfied with the procedures, PPE and training that they have in place.

You’ll need to keep up to date on the latest government guidance document COVID-19: cleaning in non-healthcare settings outside the home as this may be subject to change. Refresher training will need to be provided to cleaning staff following any changes to the guidance and/or your own procedures.

27. ^{xxvii}

Considerations

‘The FSA’s advice is clear that it remains very unlikely that people can catch COVID-19 from food. COVID-19 is a respiratory illness and not known to be transmitted by exposure to food or food packaging’ (source: Food Standards Agency 17/04/2020).

If you manage the catering provision and/or your staff undertake any food preparation, then you will be responsible for ensuring that suitable procedures are in place to minimise the risk of infection and that suitable training is provided to staff.

If you use a contract caterer, you should liaise with them to ensure that you are satisfied with the procedures and training that they have in place.

28. ^{xxviii}

Considerations

As a result of the COVID-19 pandemic, the staff on site may change due to illness of either themselves, other members of their household, or close contacts; and this could include managers and other staff with key roles in your fire evacuation procedures (e.g. responsible persons, fire managers, fire wardens/marshals etc.). The risk of fire is ever present, and as such you will need to ensure that your procedures continue to respond accordingly and are flexed and adapted to any changes in staff.

29. ^{xxix}

Considerations

Your existing fire procedures may direct staff and pupils to fire assembly points with limited space, resulting in staff/pupils being in close proximity to each other and breaching current social distancing advice.

As a result of the change in operations to implement social distancing measures, staff and pupils may be working and learning in areas of the school site that are not familiar to them and so may not be aware of the escape routes and assembly points.

You will need to consider any potential new fire hazards introduced as a result of implementing control measures for COVID-19, such as propping doors open to minimise multi-touch points and improve ventilation, the installation of any physical barriers to assist with social distancing, and storage of large quantities of alcohol hand rub etc.).

You should ensure that your fire risk assessment and fire procedures are reviewed and updated as a result of any changes. You might also need to make adjustments to your fire drill and practise it in the first week when more pupils return

You should ensure that any Personal Emergency Evacuation Plans (PEEPs) are reviewed and updated as a result of any changes to your fire procedures.

You will need to ensure that any changes to the fire risk assessment and/or your fire procedures are communicated to staff.

30. ^{xxx}

Considerations

As a result of the COVID-19 pandemic, the staff on site may change due to illness of either themselves, other members of their household, or close contacts; and this could include trained first aiders, on-site medical staff, and/or those responsible for administering medication. The risk of injury/illness is ever present, and as such you will need to ensure that your procedures continue to respond accordingly and are flexed and adapted to any changes in staff.

31. ^{xxxi}**Considerations**

First aiders and in-house medical staff may need to provide treatment to symptomatic individuals, resulting in a risk of them contracting COVID-19 and spreading it to others.

The government guidance document Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) states that when caring for someone with symptoms of COVID-19:

- “a [fluid-resistant surgical] face mask (also known as Type IIR) should be worn if a distance of 2 metres cannot be maintained
- if contact is necessary, then gloves, an apron and a [fluid-resistant surgical] face mask should be worn
- eye protection (for example a face visor or goggles) if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting

If a child tests positive for coronavirus (COVID-19) and needs to remain in a residential setting, the same type and level of PPE as above should be used.

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.”

32. ^{xxxii}**Considerations**

During this time school staff may choose to introduce new or adapted activities for their pupils. These new or adapted activities may not fall under the school’s existing risk assessments and so this will need to be addressed. You’ll need to ensure that any hazards presented by the new/adapted activities are identified, together with suitable control measures to either eliminate or reduce the risk.

33. ^{xxxiii}**Considerations**

If buildings have been closed or had reduced occupancy during the coronavirus COVID-19 outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. As such, there are a number of factors that need to be considered when bringing the water system back into use. We would recommend that you liaise with your water hygiene contractor to determine what steps need to be taken prior to reopening. Advice on this can be found in the HSE guidance on Legionella risks during the coronavirus outbreak and in Managing school premises during the coronavirus (COVID-19) outbreak.

34. ^{xxxiv}**Considerations**

The general aim should be to supply as much outside air as possible, with a high air change rate. For buildings with mechanical ventilation systems this may be achieved by adjusting the system settings. Windows and doors may also be used to create additional air flow (although only if safe to do so – you’ll need to consider any fire and safeguarding risks this action may present). The recirculation of air should be prevented, and the settings of any heating and ventilation systems should therefore be adjusted accordingly.

Further guidance is available from the Federation of European Heating, Ventilation and Air Conditioning Associations in their guidance document entitled How to operate and use building services in order to prevent the spread of the coronavirus disease (COVID-19) virus (SARS-CoV-2) in workplaces which provides a summary of practical measures for building services operation including:

- Secure ventilation of spaces with outdoor air;
- Switch ventilation to nominal speed at least 2 hours before the building usage time and switch to lower speed 2 hours after the building usage time;
- At nights and weekends, do not switch ventilation off, but keep systems running at lower speed;
- Ensure regular airing with windows (even in mechanically ventilated buildings);
- Keep toilet ventilation 24/7 in operation;
- Avoid open windows in toilets to assure the right direction of ventilation;
- Instruct building occupants to flush toilets with closed lid;
- Switch air handling units with recirculation to 100% outdoor air;
- Inspect heat recovery equipment to be sure that leakages are under control;
- Switch fan coils either off or operate so that fans are continuously on;
- Do not change heating, cooling and possible humidification setpoints;
- Do not plan duct cleaning for this period;
- Replace central outdoor air and extract air filters as usual, according to maintenance schedule; and
- Regular filter replacement and maintenance works shall be performed with common protective measures including respiratory protection.

Guidance on ventilation is also available in Air conditioning and ventilation during the coronavirus outbreak and Managing school premises during the coronavirus outbreak.

35. ^{xxxv}

Considerations

Whether your School has been open, partially closed, or fully closed during the initial lockdown period, unless you have kept up with all of your compliance checks then there are likely to be some additional checks that need to be undertaken prior to reopening in September (although you are likely to already have procedures in place for reopening following the annual summer shutdown). Depending on the state of the building, you may also need to arrange for a deep clean and/or maintenance to be undertaken prior to reopening.

Areas to consider include:

- Completing a visual inspection of the site to determine levels of cleanliness and identify any damage or other concerns;
- Testing/ inspecting all relevant fire safety equipment and systems before allowing employees and pupils back onto site. This would typically include:
 - o 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);
 - o A full discharge test of the emergency lighting system across the site;
 - o A visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;
 - o Checking that fire escape routes are clear of any obstructions;
 - o Checking that final fire escape doors are unlocked and operational;
 - o Checking the operation of internal fire doors to ensure that they close properly; and
 - o Checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.

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- You'll need to check that any statutory inspections are up to date in line with the periods set out within the written scheme (e.g. lifting equipment, pressure systems etc.). If not you will need to contact the inspecting body (this is usually arranged via your insurers) as soon as possible. The statutory obligations for thorough examination and testing (TE&T) remain in place and the HSE expects dutyholders to make all reasonable efforts to arrange for them to be carried out within the statutory time limits. If a failure occurs due to a safety related fault, enforcement action may be taken. Further information is available from the HSE.
 - Asbestos - It is unlikely that you have had any maintenance or alterations during the closure or reduced occupancy of the site. You should complete a visual inspection of all Asbestos Containing Materials (ACMs) prior to reopening to confirm that there has been no damage during the initial lockdown period. If you identify any damage, you should immediately isolate the area and contact your asbestos consultant for advice;
 - Legionella – please refer to the ‘Legionella risk arising from unused buildings and/or parts of the premises’ section of this risk assessment for further information; and
 - Identifying any other formal maintenance inspections, testing, or specialist cleaning which may have been missed during the initial lockdown period and arranging for these to be completed before reoccupation where required (e.g. inspection of fixed electrical wiring, gas appliances, deep cleaning of the kitchen extraction system etc.).

Generally, school buildings that have been completely or partially closed, should be recommissioned as you would normally do at the end of the school summer holiday period. A member of staff should be identified for managing premises, reviewing risk assessments and implementing any measures to ensure that safety is maintained for reopening.

Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown and the government have produced guidance for Managing school premises during the coronavirus outbreak.

36. ^{xxxvi}

Considerations

The latest guidance for schools states that:

“Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.

All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.

The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.

Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.

It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit.

DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.”

You should already have a stress risk assessment in place and this should be reviewed to consider the additional concerns posed by COVID-19 and new ways of working (or you may wish to compile a specific stress risk assessment for COVID-19) including:

- Fears around job security (especially relevant for those staff who have been furloughed);
- Fear/anxiety about returning to the workplace;
- Fear/anxiety surrounding the virus and lockdown;
- Workload;
- Changes to the way in which they work (e.g. provision of remote teaching, working from home); and
- Communication (e.g. general communication between staff and their colleagues and line manager, especially where working from home).

The HSE have a dedicated webpage for work-related stress with some example risk assessments which although not specific to COVID-19, would still act as a useful base.

37. xxxvii

Considerations

Even after reopening in September, you may still have some staff working from home (e.g. those that are self-isolating), or the school may need to make the switch to virtual provision as a result of a local lockdown. You'll need to ensure that suitable measures are in place to protect and promote their health, safety and welfare. You'll need to conduct a suitable and sufficient risk assessment of homeworking activities undertaken by your employees to identify any hazards and assess the degree of risk.

The HSE have confirmed that there is no increased risk for DSE work for those working at home temporarily. So in that situation employers do not need to do home workstation assessments. However, you could provide workers with advice on completing their own basic assessment at home and we have produced a Temporary Home Worker Self-Assessment Checklist.

There are of course many challenges to ensuring the wellbeing of employees in their home as supervision and monitoring is extremely difficult. The fact that many employees who are currently working from home will not have previously done so and won't continue to do so following the COVID-19 pandemic, adds further challenges as they are unlikely to have appropriate workstations in their home. You can download our guidance document Working from Home: A Brief Guide for Employers.

If you have employees that are likely to be working from home on a long term basis then you must ensure that a suitable home worker risk assessment is carried out (including a home workstation assessment where necessary), and that any issues identified are addressed within a reasonable timeframe, including the provision of work equipment where necessary. Further information is available from the HSE. You should also consider introducing a home working policy if you don't already have one in place.

38. xxxviii

Considerations

The latest guidance for schools states that:

“Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. This includes hearing from experts on the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking."

And:

"Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing

Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.

Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery."

39. ^{xxxix}

Considerations

Even after reopening in September, you may still have pupils learning at home (e.g. those that are self-isolating), or the school may need to make the switch to remote learning as a result of a local lockdown. For those pupils learning at home, you'll need to take steps to protect and promote their health, safety and welfare. Public Health England has produced some useful guidance on the mental health and wellbeing aspects of COVID-19 available here, together with guidance for parents and carers available here.

40. ^{xl}

Considerations:

Individuals will respond in different ways to being asked to return to school. Some may have little or no concerns, but for others it may cause high levels of fear and anxiety and have a negative impact on their mental health. It is important that you try to establish the likely impact that returning to the school will have on mental health and take steps to alleviate worries or concerns where possible.

The latest guidance for schools states that:

“Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).”

41. ^{xli}

Considerations

The latest guidance for schools states that:

“Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.”

And

“Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.”

42. ^{xlii}

Considerations

Even after reopening in September, you may still have pupils learning at home (e.g. those that are self-isolating), or the school may need to make the switch to remote learning as a result of a local lockdown. You’ll need to take steps to ensure that your child protection/safeguarding procedures are reviewed and updated against the latest government guidance documents Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and Safeguarding and remote education during coronavirus (COVID-19) to consider this shift in teaching and learning. The guidance document states that “most children are being educated at home during the coronavirus (COVID-19) outbreak, so school leaders and

teachers are having to adjust to remote education strategies. While this is happening, it is important that schools continue to follow safeguarding procedures.” You’ll need to ensure that staff are clear on what is/is not acceptable in terms of methods of communication with their pupils and consider how risks arising from virtual/online provision (especially 1:1 sessions such as music lessons) can be minimised.

In addition, you may wish to direct parents/ carers to read the relevant guidance document at Coronavirus (COVID-19): support for parents and carers to keep children safe online.

43. ^{xliii}

Considerations

The DSL, Deputy DSL and/or other key child protection/safeguarding staff may be absent from the school (i.e. as a result of either themselves or a member of their household developing symptoms of COVID-19, or being notified of the need to self-isolate by NHS Test & Trace).

You are likely to already have plans in place for absence/illness of the DSL/Deputy DSL, although it would be beneficial to review these given the current situation. In line with the Government guidance document Coronavirus (COVID-19): safeguarding in schools, colleges and other providers, you’ll need to ensure that a DSL or deputy is available.

The above guidance document states that:

“As more children return, it is expected that schools and colleges will have a trained DSL (or deputy) available on site. However, it is recognised that in exceptional circumstances this may not always be possible, and where this is the case there are two options to consider:

- a trained DSL (or deputy) from the school or college can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs (or deputies) with other schools or colleges (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, a senior leader should take 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 and college 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.”

44. ^{xliv}

Considerations

The government guidance document Coronavirus (COVID-19): safeguarding in schools, colleges and other providers states that:

“Schools and colleges will have an effective child protection policy in place reflecting business as usual. This should already have been updated to reflect the response to coronavirus. The planned return of more children is an appropriate time to consider a further review (led by a DSL or deputy, wherever possible). In some cases, a coronavirus annex/addendum that summaries any key coronavirus related changes might be more effective than re-writing and re-issuing the whole policy.”

45. ^{xlv}

Considerations:

You'll need to provide lots of different information to different groups of people prior to and upon reopening, and so it would be beneficial to compile an internal and external communication plan to consider:

- What information needs to be communicated;
- When (i.e. before reopening, upon arrival, ongoing etc.);
- To whom (i.e. staff, pupils, parents, visitors, contractors etc.);
- Person(s) responsible;
- Means of communication; and
- How various communications, such as staff/pupil inductions etc., will be evidenced.

You could review the 'description of hazard' column in this risk assessment to identify the key communication points required to formulate your plan.

Some staff are likely to require additional training to assist with your new measures, and so it would be beneficial to complete a training needs analysis. Again you could review the 'description of hazard' column to identify any additional internal/external staff training requirements (e.g. use of thermal guns, what to do in the event of a suspected case, cleaning staff on new regimes/equipment/substances, first aiders/medical staff on treatment of symptomatic individuals, use of PPE etc.) and then assign persons responsible for organising and target dates. You should ensure that sufficient records are kept for any internal training provided (e.g. who attended, when the training was provided, and what was covered) to assist in claims defensibility if needed.

You will also need to update your staff disciplinary and pupil behaviour policies to reflect the new rules and routines. You may wish to consider developing a separate COVID-19 Code of Conduct that can be briefed to staff and pupils, and used to support disciplinary action for non-compliance.

46. ^{xlvi}

Considerations:

The latest guidance for schools states that:

“Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.”

And:

“It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.”

You'll need to decide on how best to involve staff and others in the process.

47. ^{xlvi}

Considerations:

The latest guidance for schools states that:

“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 section on remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.”

You'll need to review section 5 of the latest guidance for schools and develop suitable contingency plans.

48. ^{xlvi}

Considerations

As the pandemic evolves together with scientific knowledge of the virus, advice is being issued and amended regularly. It is imperative that you keep up to date with the latest public health and other advice on COVID-19 available at websites such as:

- <https://www.gov.uk/coronavirus>
- <https://www.nhs.uk/conditions/coronavirus-covid-19/>
- [*COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable*](#)
- [*Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection*](#)
- [*Guidance for full opening: schools*](#)
- [*Coronavirus \(COVID-19\): guidance on isolation for residential educational settings*](#)
- [*Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)*](#)
- [*Managing school premises during the coronavirus outbreak*](#)
- [*Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers*](#)
- [*Safeguarding and remote education during coronavirus \(COVID-19\)*](#)
- [*Coronavirus: travel guidance for educational settings*](#)
- [*COVID-19: cleaning in non-healthcare settings outside the home*](#)
- [*Coronavirus \(COVID-19\): safer travel guidance for passengers*](#)
- [*Independent Schools' Bursars Association \(ISBA\)*](#)
- [*Independent Schools Council \(ISC\)*](#)
- [*Association of School and College Leaders \(ASCL\)*](#)

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- [Boarding Schools' Association \(BSA\) latest COVID-19 updates](#)

49. ^{xlix}

Considerations

The latest [guidance for schools](#) states that:

"School employers should have active arrangements in place to monitor that the controls are:

- *effective*
- *working as planned*
- *updated appropriately considering any issues identified and changes in public health advice."*

And:

"It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls."

You'll need to ensure that the risk assessment is discussed and agreed at Board level.

You'll also need to:

- *Put measures in place to ensure that the content of this risk assessment and any related policies/ procedures are being properly implemented and adhered to; and*
- *Ensure that the circumstances under which this risk assessment will be reviewed are clearly defined, e.g.:*
 - *Periodically (e.g. daily, weekly, monthly etc. – to be determined by the school);*
 - *Following any confirmed cases of COVID-19 amongst the staff or pupil population;*
 - *Following any accidents/incidents/near misses associated with measures you have implemented for COVID-19; and/or*
 - *Following any changes to the matters to which it relates (i.e. changes in legislation, Government guidance, phased return, phased closing due to partial/ full lockdown, changes in ways of working/ procedures etc.).*