HEALTH AND SAFETY SERVICES FOR SCHOOLS AND ACADEMIES

Status:	Draft: Template subject to 14-day Trade Union consultation		
School/Academy:	Woodlands Academy	**Date of assessment**	16/07/2020
Who might be harmed?	Pupils, staff, visitors and contractors	**How many are affected?**	Whole School

Reference: "Given the improved position, the balance of risk is now overwhelmingly in favour of children and young people returning to school…. For the vast majority of children and young people, the benefits of being back in an education setting far outweigh the very low risk from coronavirus"

Guidance for full opening: special schools and other specialist settings (1st June 2020)

Decision based on the risk assessment below:	Date applies to:	Decision summary		Notes
	17/07/2020	This risk assessment is in preparation for Autumn Term / September 2020 reopening		

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	**Where:** ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	**Residual Risk rating** High, medium, low
Communication				
Staff	• This completed risk assessment is shared with staff. Signatures are obtained.	✓	RA will be distributed to staff by 20/07/2020 Staff will be required to sign by Friday 24/07/2020 Staff who are currently shielding will, be required to sign on 01/09/2020	Low
	• Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.	✓	Staff views regularly gathered by SLT and staff are encouraged to discuss RA	
Parents/carers, pupils and visitors	• The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors.	✓	All RAs are updated on the Raleigh Learning Trust website as well as the school's website as standard procedure and can be viewed by all at any time.. Any returning pupils and new	Low

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			staff are given a letter outlining the RA and procedures.	
	• Where possible, for example with older children with less complex needs who are able to self-regulate their behaviours without distress, children and young people should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some settings where space does not allow. Settings doing this where they can, and even doing this some of the time will help. • Signage is installed wherever necessary as a reminder.	✓	Signage in place around school and in classroom promoting social distancing and good hygiene practices. Classroom set up for social distancing. Class 1 arranged for group work, 2m will not be always possible due to the needs of the pupils. Other are set up for 2m or 1m+ social distancing. For younger pupils and those with complex needs, staff have been instructed to be extra vigilant in terms of hygiene and regular hand washing.	
	• If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded).	✓	This is standard practise and updates are added to the RLT COVID-19 Hub website and the schools website.	
Employer	• This completed risk assessment is shared with the employer following sign off by the school's Governing Body.	✓	Will be shared with CEO on 17/07/2020	Low
Trade Unions	• This completed risk assessment is shared with the recognised Trade Unions following sign off by the school's Governing Body. (Do not include names where any personal details are recorded).	✓	Will be shared once completed and agreed	Low
Contracting / transmitting Covid-19				
Preventing symptomatic persons attending school	• Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus: o a new, continuous cough o **or** a high temperature o **or** has a loss of, or change in, their normal sense of taste or smell (anosmia)	✓	Signage in place at entrance. This will be communicate to parents in end of year letter	Low

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	[PHE Campaign posters are available here.](#)			
Reducing the number of persons on site	• Following the reduction in the prevalence of coronavirus and relaxation of shielding measures from 1 August most staff are expected to attend school. It remains the case 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 have considered what is feasible and appropriate.	✓	Most staff will be expected to work at school. Any special cases will be considered on a case by case basis.	Low
	• Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. 15 minutes). 2 metre social distancing protocols are followed.	✓	All contractor appointments are being arranged via the Site caretaker, outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times.	
	• Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Specialists, therapists, clinicians and other support staff for pupils provide interventions as usual. They ensure they minimise contact and maintain as much distance as possible from other staff. Where visits can happen outside of school or college hours, they should. To minimise the numbers of temporary staff entering the setting's premises, and secure best value, the school has considered using longer assignments with supply teachers and agree a minimum number of hours across the academic year.	✓	If supply teachers, peripatetic teachers and/or other temporary staff are required they will be allocated to a particular class group/hub and only be called on for that hub.	
	• The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.	✓	Signage in place at entrance. Protocols and RA communicated to outside agencies where needed.	

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	A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.			
	• Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.	✓	In place and will be communicated to parents of returning pupils via parent contract	
	• Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. 15 minutes).	✓	In place	
	• Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.	✓	In place. Visits by appointment only	
	• Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols. Governor monitoring visits are undertaken virtually if possible.	✓	In place	
	• School performances are not held with an invited physical audience.	N/A	None planned	
Persons at higher risk of becoming seriously ill	• Staff and pupils in the "clinically extremely vulnerable" categories have been identified. Note that research is being undertaken by PHE following reports that deaths among black, Asian and minority ethnic (BAME) groups are disproportionately high. A report by Public Health England found that other things might also mean persons are more likely to get seriously ill from coronavirus. These include:	✓	In place. Individual risk assessments will be completed before staff return	Low

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	o age – the risk increases as you get older o being a man o where in the country you live – the risk is higher in poorer areas o being born outside of the UK or Ireland			
	• Guidance is strictly followed for "clinically extremely vulnerable" groups of **staff**: They can return to work from 1 August as long as they maintain social distancing. School leaders are 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. Individual risk assessments have been completed which detail these control measures.	**X**	The new CEV staff assessment template has been received as well as supporting guidance. Meetings to meet with staff are being scheduled to take place before the end of August 2020 and Individual risk assessments will be completed before staff return. School environment set up to reduce number of contacts between individuals and promote social distancing. Regular cleaning in place.	
	• Guidance is strictly followed for "clinically extremely vulnerable" groups of **pupils**. The following information has been shared with parents/carers of children who are currently in the clinically extremely vulnerable category: "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 in September (usually at their next planned clinical appointment). More advice is available from the Royal College of Paediatrics and Child Health." Individual risk assessments have been completed where necessary.	✓	The new CEV pupil assessment template has been received. The information to be shared with parents will be added to the parent letter and sent out before the end of Summer term. Individual pupil Risk Assessments will be completed prior to return, by August 2020..	
School Visits	• Domestic (UK) overnight and overseas educational visits are not organised. Non-overnight domestic educational visits are undertaken in line	**N/A**	None planned	Low

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	with protective measures, such as keeping children within their consistent group, and the coronavirus secure measures in place at the destination.			
	• External sport facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.	✓	Some pupils will be attending soft play and swimming when restrictions allow this. School transport will be provided and as such bubbles will be maintained.	
Undertaking CPR	• The following information has been shared with school first aiders: Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm	✓	Shared with first aiders 20/05/2020	Low
Persons becoming symptomatic whilst in school	• If anyone in the school 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) • they must: ○ be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.	✓	Isolation room MEETING ROOM; LITERACY ROOMS AND CLASS 1A, has been identified while waiting. There are toilets located outside of the MEETING ROOM LITERACY ROOMS AND CLASS 1A which will be at that point in sole use for the isolated person. This procedure will be communicated to all staff via the Operation Plan on 20/05/2020. Additional signage added for 1 pupil at any one time. For staff the same procedure will apply. In the scenario of both adult and child being symptomatic and awaiting pick-up, the adult will be isolated within one of the vacant classrooms. Staff who develop symptoms at home should also inform SLT so that testing can be carried	Low

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			out quickly.	
	• PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained: ○ a **face mask** ○ **disposable gloves** and an **apron** if contact is necessary ○ **eye protection** if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting.	✓	In place	
	• If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).	✓	Where a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive Staff are aware of handwashing protocols after any contact with someone who is unwell. Cleaning of the affected area with normal household disinfectant will be undertaken after someone with symptoms has left. Sink for washing is available in the isolation room, PPE will be stored in the Primary area and all incidences will need to be reported to SLT member in order for procedures to be responded to. if a child, young person or other learner becomes unwell with symptoms whilst in the Academy and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.	

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			If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.	
Test and Trace	• The latest NHS/PHE test and trace information has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. Posters are available here.	**X**	This will be communicated with staff and parents in the end of year letter	Low
	• Staff and parent telephone numbers are checked for accuracy.	✓	Ongoing	
	• Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.	✓	In place	

	• Ongoing records are kept of:
	   o The names of pupils in the bubbles and members of staff who have accessed them.
	   o Any close contact that takes places between children and staff in different bubbles.
	These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.
		✓	In place	

	• For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household).	✓	Noted and will be communicated with staff	
Hygiene – General	• Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the	✓	All children and staff will wash/disinfect hands on entry and before during and after lunch. They will wash when moving to a new area in	Low

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	designated times during the day and after certain activities: ○ On arrival at school ○ After breaks and sport activities ○ Early Years: after using wheeled bikes, trikes and other large, movable toys ○ Before cooking and eating ○ After sneezing or coughing ○ After using the toilet ○ Before leaving home Note: Electric hand dryers may be used in schools		the school and/or a new activity and equipment.	
	• A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are 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.	X	The donning and doffing procedures for taking off face masks will be explained to pupils; signage will be placed up in classrooms and reception areas.	
	• For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.	**N/A**		
	• Posters are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.	✓	In place	
	• Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical.	✓	In place	

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	Identified children are supervised with their use 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 are used as an alternative.			
	• Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.	✓	Existing Intimate Care Policy updated to include additions such as double bagging; may consider protective arm sleeves for biters (cut resistant sleeves). Fluid resistant (surgical masks) available Additional PPE will be ordered via NCC's procurement route as required Care plans updated with Covid-19 protocol and instructions for donning and doffing PPE. Staff or children wanting to wear masks are allowed.	
	• The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored. Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards. Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.	✓	Lidded bins in each room being used. Cleaners and staff have been instructed on and follow protocol. Signage in place	

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	Site staff / cleaners wash their hands after emptying the bins.			
	• Schools that have **not** had a lengthy closure: A full deep clean of the premises should not be necessary unless it has been required by Public Health England. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.	**N/A**	Building has been thoroughly cleaned daily. Underutilised rooms have all been cleaned daily to ensure readiness on a day by day basis	
	• Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. (Areas that have not been not occupied and secured prior to the reopening fully do not need cleaning for infection control purposes). A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches. Frequently touched surfaces and touch points are cleaned using sanitizing chemicals. The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups. Note: By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings (including schools) to advise on general cleaning.	✓	Cleaners are cleaning before and after the pupils arrive and leave with instructions to focus on target areas such as frequently touched surfaces and touchpoints. Staff have access to appropriate PPE and have been trained and instructed in usage. Staff are working under the direction of Chris Birchnall to ensure the risk assessments are being undertaken.	
	• Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.	**N/A**		
Hygiene – Classroom group bubble	• Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses.	✓	Rooms with soft furnishings are not being used. Unused toys have been stored away.	Low

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	• Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.	✓	All classrooms have been decluttered and unnecessary items stored away.	
	• Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table: It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.	✓	Cleaners are cleaning before and after the pupils arrive and leave with instructions to focus on target areas such as frequently touched surfaces and touchpoints. Staff have access to PPE and have been trained and instructed on usage. Cleaning materials available in all classes/used areas.	
	• Teachers wash or sanitise their hands before and after handling pupils' books.	✓	All staff briefed and staff to take responsibility for their own hand hygiene.	
	• Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible. Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.	✓	Individual equipment packs have been made up and labelled.	
	• Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.	✓	Equipment and surfaces regularly wiped down. This will increase once the school reopens wider, as such a cleaner will be employed during the hours of 10am – 2pm to ensure this task is undertaken.	
	• Resources that are shared **between** bubbles, such as sports, art and science equipment are 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.	✓	In place Each bubble has access to own PE equipment. Only one bubble will be using rooms such as DT, Science, PE and these will be cleaned	

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			after use.	
	• 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.	✓	In place	
	• The amount of shared resources that are taken home are limited.	✓	In place	
	• Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.	✓	In place Pupils to bring their own water bottles where possible or have their own cups in class.	
	• Guidance is followed with any proposed singing in schools.	**N/A**		
	• Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when **staff** have to flush nursery toilets.	✓	In place	
PPE (Reference)	• Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures. • Training and instruction have been provided for the putting on, removing and disposal of PPE. • Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary. • Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small	✓	In place Instruction on donning and doffing shared with staff and signage in place around school. No pupils with complex medical needs. Care plans have been updated and include instructions on the use of PPE	Low

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	number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England's personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is: ○ a FFP2/3 respirator ○ gloves ○ a long-sleeved fluid repellent gown ○ eye protection • For noting: Routine wearing of face coverings is not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.			
Reducing number of touchpoints	• Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.	✓	In place	
	• Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.	✓	In place	Low
	• Consider whether drinking fountains need to be taken out of action.	✓	Drinking fountains in use. Signage in place to clean after use.	
Site to site visits	• Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering	**N/A**	No staff currently using public transport	

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Contracting / transmitting Covid-19 – including the "Bubble" Model				
Parents and pupils travelling to school	• Parents/carers and pupils are encouraged to walk or cycle to the school where possible.	✓	In place	
	• The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider staggered start times to enable more public transport journeys to take place outside of peak hours. Discussions are had with parents around their possible use of their own vehicle to transport their child.	✓	In place

Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport. Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times. | |
| | • The school has worked with Transport Services to establish safety measures. A range of measures is used for dedicated school transport services: <br> o Where possible transport bubbles reflect the bubbles that are adopted with school.
 o Hand sanitiser is used upon boarding and/or disembarking.
 o Additional cleaning of vehicles is undertaken.
 o Organised queuing and boarding is in place where possible.
 o Distancing within vehicles is in place wherever possible.
 o 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.
 o Identify where it might be necessary to provide additional dedicated school transport services. | ✓ | Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport. Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times. SEN City transport in bubbles.

Entrance into school from transport will be staggered. Pupils will remain on transport until collected by staff and taken directly to their hubs.

Different entrances and paths around school for different hubs. | Low |
| | • Families using public transport are referred to the safer travel guidance for passengers: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers | ✗ | This will be communicated to parents in an end of year letter which will be sent out no later than 24/07/2020 | |

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Organising the school day	• Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups.	✓	Most pupils transported. Pupils will remain on transport until collected by staff.	Low
	• Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.	✓	In place	
	• Break times including lunch are staggered so that all pupils are not moving around the school at the same time.	✓	Breaks will be within hubs. Each hub has access to their own outside space. Hubs 1 and 2 will eat lunch in class. One member of staff will collect the lunch. Hub 3 will eat their lunch in the diner with the main hall as overspill, if required. The rationale for this is that there are behaviour groups who will have reduced staffing at lunchtime. This will allow a more controlled unstructured time with our behaviour lead observing.	
Foyer / Reception	• Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.	✓	In place	
	• Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.	✓	In place	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	• Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted)	✓	In place	
Office ([Reference])	• Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals.	✓	In place	
	• The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified. If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk: o Further increasing the frequency of hand washing and surface cleaning. o Keeping the activity time involved as short as possible. o Using screens or barriers to separate people from each other. o Using back-to-back or side-to-side working (rather than face to-face).	✓	Office layout has been reviewed. No more than 3 people allowed in main office at any one time. Space in back office available to further promote social distancing.	
	• Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.	✓	Office staff have their own workspace. Regular cleaning in place	
Meeting rooms	• Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible.	✓	Where possible, meetings take place remotely	
	• Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable).	✓	Any face-to-face meetings take place in a large, ventilated room with social distancing observed.	Low
	• Pens, documents and other objects are not shared.	✓	Individual pens, documents and other objects will be provided	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	• Hand sanitiser is provided in meeting rooms.	✓	In place	
	• Meetings are held outdoors or in well-ventilated rooms whenever possible.	✓	Meeting room is well ventilated	
	• For areas where regular meetings take place, floor signage is used to help people maintain social distancing.	✓	Floor signage is in place.	
Staff room	• Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures: o Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating. o Stagger staff breaktimes o Instruct staff not to congregate at the kitchen area.	X	Each staff bubble will be allocated a staff break area and they will be notified of this upon return to work.	Low
	• Notices promoting hand hygiene and social distancing are visibly placed in the staff room.	X	Notices will be on display.	
Corridors	• Movement around the school site is kept to a minimum.	✓	Pupils and staff will stick to classroom in their bubbles where possible. SLT will need to move around school.	Low
	• Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.	✓	One-way systems to be introduced for individual bubbles.	
Classrooms and pupil groups	• Small adaptations are made to the classroom to support distancing where possible. This include: o seating pupils side by side and facing forwards, rather than face to face or side on. o moving unnecessary furniture out of classrooms to make more space if necessary.	✓	All classrooms to have forward facing desks spaced 2m apart. Staff needing to move between classes and year groups should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.	Low

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
			Our pupil numbers comply with guidance on bubbles under 1m+ social distancing	
	• Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. However, this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. It is recognised that pupils with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. Pupils that are able should be encouraged to keep their distance within groups. As the average number of pupils or students attending a special school is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual. Educational and care support is provided for these children and young people as normal, with other increased hygiene protocols in place to minimise risk of transmission.	✓	Signage in place around school and in classroom promoting social distancing and good hygiene practices. Classroom set up for social distancing with forward facing desks 2m apart. For younger pupils and those with complex needs, staff have been instructed to be extra vigilant in terms of hygiene and regular hand washing.	
	• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but minimise the number of interactions or changes wherever possible. Staff who deliver interventions or care involving close contact across groups are particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it). (Additional PPE compared to what they would normally use for those interventions, is not recommended). Note: In the event that a member of staff develops coronavirus symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate.	✓	We will be operating 3 hubs/bubbles. Primary (Class 1,2,3) Secondary Pathway 2 and Secondary Pathway 3. This will see an extension to the current hubs. Pupils and teachers will remain in these hubs as much as possible. Some movement within hubs as teachers cover different lessons etc.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
			There may be some movement between hubs to cover N/C etc. but this will be kept to a minimum.	
	• The school assessed their circumstances and have looked to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. It is recognised that forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending.	✓	We will be operating 3 hubs/bubbles. Primary (Class 1,2,3) Secondary Pathway 2 and Secondary Pathway 3. This will see an extension to the current hubs. Pupils and teachers will remain in these hubs as much as possible. Some movement within hubs as teachers cover different lessons etc. There may be some movement between hubs to cover N/C etc. but this will be kept to a minimum	
	• The bubble groups (pupils) do not mix with other bubble groups throughout the school day as much as possible.	✓	Pupils will remain within their bubbles.	
	• Classrooms are accessed directly from outside where possible.	**N/A**	This is not appropriate for our pupils as it may cause issues with pupils choosing to stay outdoors rather than go into class.	
	• Pupils occupy the same classroom throughout the school day where possible. Where different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy.	✓	This is in place for hubs 1 and 2. Some Hub 3 pupils (class 8 and 9) will have access to specialist teaching rooms	
	• Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.	**N/A**		

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	**Where:** ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low

Lunchtime arrangements	• A range of measures are considered and implemented to reduce the risk of transmission and contamination:
	   o Lunches are served and eaten within the bubble classroom
	   o Several lunch sittings are organised.
	   o The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.
	   o Midday Supervisors are allocated to the lowest number of consistent bubble groups.
	   o Note: as per the rest of the school day, social distancing is not required within the bubble group at lunch.
	   o Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).
		✓	Breaks will be within hubs. Each hub has access to their own outside space.
			
			 Hubs 1 and 2 will eat lunch in class. One member of staff will collect the lunch.
			
			 Hub 3 will eat their lunch in the diner with the main hall as overspill, if required. The rationale for this is that there are behaviour groups who will have reduced staffing at lunchtime. This will allow a more controlled unstructured time with our behaviour lead observing.
				Low

Curriculum	• CLEAPSS Guide [Organising and managing hands on activities in science, D&T and art in a partially reopened primary school](#) is followed.	✓	Only pupils in Hub 3 will have access to the DT, Art and Science rooms. The rooms will be cleaned after each class.	Low
	• Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. Pupils are kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.	✓	Different hubs will not mix in the main hall/sports hall for PE/Commando Joe lessons. Outside spaces will be used whenever possible. The spaces will be cleaned after use.	
School hall	• Large gatherings such as assemblies or collective worship with more than one bubble group are avoided.	✓	Assemblies will be by Hub rather than whole school to avoid large gatherings	Low
	• Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups.	✓	Different hubs will not mix in the main hall/sports hall for PE/Commando Joe lessons. Outside spaces will be used whenever possible. The spaces will be cleaned after use	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Pupil toilets	• Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, 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.	✓	Each hub area has its own toilets which are cleaned after use. Pupils will not use toilets outside their hub.	Low
Playground and school field	• The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff.	✓	Outdoor learning is promoted when possible.	Low
	• The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.	✓	Each hub has access to its own outdoor area with its own play equipment. Where outdoor equipment is in use, it will be cleaned after use.	
	• Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.	✓	Classes within hubs will not mix when outdoors	
Site	• The risk of air conditioning spreading coronavirus is extremely low: If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems. If you're unsure, speak to your heating ventilation and air conditioning (HVAC) engineers or advisers.	**N/A**		Low
	• Good ventilation is encouraged to help reduce the risk of spreading coronavirus. Fans may be used when windows and/or doors are opened to encourage air changes.	✓	All classes have windows and doors open, weather permitting.	
Breakfast and After School Clubs ([Reference])	• Breakfast clubs are resumed where possible to ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.	**N/A**		Low

HEALTH AND SAFETY SERVICES
FOR SCHOOLS AND ACADEMIES

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	**Where:** ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	• Schools keep children within their day bubbles where possible in these clubs. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.	**N/A**		
Operational issues				
Availability of staff	• School leaders have discussed leave arrangements with staff before the end of the summer term to inform planning for the autumn term in particular referencing that travel to some countries require a quarantine for 14 days on their return. The school considers the impact where staff travel abroad, their return travel arrangements are disrupted due to factors arising beyond their control in relation to coronavirus, such as the potential for reinstatement of lockdown measures in the place they are visiting.	✓	A consultation process is currently in place as staff are still awaiting the position in terms of their ability to claim for cancelled holidays as well as guidance being issues from the Foreign Office. Where travel has been planned and still going ahead, discussions with the relevant staff are being held. Each case is being handled on an individual basis.	
	• Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders consider if it is possible to temporarily amend working arrangements to enable them to work from home.	✓	In this instance the member of staff would be able to set up work via TEAMS	
	• Trained staff are available to support pupil personal needs e.g. o lifting, use of hoists o intimate care o managing medical needs including medicines	✓	Trained staff carry out intimate care needs in hub 1 Trained first aiders distribute medication	
	• The school has considered building resilience where a small staff cohort has specialist skills and training so that in the event of staff absence due to self-isolation the school can operate as normal.	✓	In the event of staff absence, the school has put in place a system for planned work to be distributed to all teachers, to enable a consistent approach and classes within bubbles will combined. This may result in larger spaces, such as the Hall, being utilised to allow for social distancing within the combined Bubbles.	
	• Sufficient Physical Intervention trained staff are on site (see "other	✓	All staff RPI trained. Team teach training for	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	issues" below)		one cohort of staff to be completed during Autumn term.	
Supervision	• Supervision ratios are met (for identified individual pupils)	✓	High staff to pupil ratio	Low
First Aid	• Adequate number of first aiders (FAW / EFAW) are on site.	✓	Each hub has first aid trained staff	Low
Medication	• Necessary pupil medication has been returned to school.	✓		Low
Catering	• Assurance has been obtained that the school's catering provider complies with the guidance for food businesses on coronavirus.	✓	Need to check. Currently use NCC Catering	Low
Site Health and Safety Concerns (General)				
Legionella	• Rarely used outlets have been identified taking into account current usage of taps.	✓	Regular testing carried out	Low
Fire Procedures	• A fire drill has been organised for early in the school year.	✓	A fire drill will take place on first full week back	
	• No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not *required* between anyone during the evacuation and between members of the same bubble group at the assembly point).	✓	There is no difference to the fire procedure other than to observe social distancing. All existing procedures for exit and entry are appropriate.	Low
Various site tasks	• Specific site management tasks are undertaken after re-opening following a **lengthy** closure*.	**N/A**		Low
Personal Health and Safety Concerns (General)				
Pupils (Reference)	• The school behaviour policy has been updated to reflect the new rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is	✓	Behaviour policy updated. Staff to take a calm approach to instances of inappropriate behaviour, use de-escalation strategies and use RPI only as a last resort. If pupils display inappropriate or dangerous behaviour, parents will be contacted to collect them and they will need a meeting to discuss behaviours before they return.	Low

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	particularly the case when considering restrictions on movement within school and new hygiene rules.			
	• The school will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.	✓	The school has been conducting regular safe and well checks on all pupils who are not currently attending. Online learning/engagement has been taking place via Microsoft Teams and this will continue to be used as a strategy to engage with pupils both in and out of school. Behaviour policy has been updated, staff to take a calm approach to challenging behaviour and utilise de-escelation strategies, encourage pupils to seek space and modify their behaviours. Pupil views of lockdown and home working will be collected through PSHE lessons and this pupil voice will be used to inform support strategies.	
	• Many children and young people will have found lockdown exceptionally difficult socially and emotionally. The school considers any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offers additional support and phased returns where needed. Individual pupil risk assessments have been reviewed prior to the pupil returning to evaluate any additional measures that may be required.			
	• Pupils have been identified who will need specific help and preparation for the changes to routine in the new academic year. This might include, for instance, visits to the setting, social stories, and any other approaches that the school would normally use to enable pupils who have spent some time out of education, to return to full time attendance.	✓	New pupils have been undertaking visits throughout the current half term. Phased integration of new pupils will continue throughout the first half of the autumn term. The curriculum has a big focus on PSHE and well being is the first are to be delivered.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	Pupils are given additional time and understanding to adapt to the new school rules associated with the virus. Support Services are engaged with as and when necessary to assist these processes.			
Staff welfare and staff redeployment	• Governing boards and school leaders have regard to staff (including the Head Teacher) 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.	✓	Staff have been regularly consulted with regards to plans.	
	• Schools have considered the potential concerns of staff who may be reluctant or anxious about returning and the right support is in place to address this. This may include staff who have been in the clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced. The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.	✓	Staff have been regularly consulted with regards to plans. The Academy leaders have worked hard to address staff concerns. A risk assessment can be undertaken to ensure that concerns are addressed.	
	• Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy).	✓	In place, Health Assured is available for all staff. If staff present non critically vulnerable concerns then a Risk Assessment will be undertaken under guidance. Staff are working a reduced day. SLT are on site and available when a staff break is required.	Low
	• Telephone counselling services are available.	✓	Health assured support available to all staff	
	• Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.	✓	Almost all classes have a qualified TA3	
	• Managers have discussed and agreed any changes to staff roles	✓	Temporary changes have been discussed with	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	with individuals. 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. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.		and communicated to staff.	
Pupil welfare and mental health support (Reference)	• Schools have considered the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and the right support is in place to address this. This may include pupils who have been in the clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced. The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.	✓	Regular safe and well checks have taken place to determine parent views. Support will be in place for anxious parents/pupils Risk assessments and protocols will be sent to parents prior to wider opening and posted on the school website.	Low
	• The school has considered 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 ○ support pupils with approaches to improving their physical and mental wellbeing	✓	There will be a big focus on PSHE with 2 lessons delivered a week. The first topic will be wellbeing. Commando Joe character education will also be delivered twice a week. These will help support pupils confidence, friendships and engagement.	
	• The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken.	✓	All instances of bullying are monitored and dealt with as highlighted in our behaviour policy. Bullying is not tolerated.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Other Issues				
Contingency plans for outbreaks	• For individuals or groups of self-isolating pupils, remote education plans are in place.	✓	Microsoft Teams has been used as an online learning platform throughout the pandemic and will continue to be used so that pupils at home can access the same or similar work to their peers in school.	Low
	• Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the school is able to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next academic year will include an expanded range of content for the specialist sector. In addition to this, we are helping parents to support learning at home, including by publishing a list of online learning resources for children with SEND.	✓	Microsoft Teams has been used as an online learning platform throughout the pandemic and will continue to be used so that pupils at home can access the same or similar work to their peers in school. Some Oak National Academy resources have been used, but teachers have planned their own curriculum subjects suitable for SEND.	
Training certificates that have expired during the partial closure.	• Expired group and individual training certificates have been identified. Some training may be available via virtual learning (Teams, Zoom, Meet) Some refresher requalification training may be available via eLearning.	✓	This is an ongoing process and regularly monitored and actioned.	Low
	• HSE has agreed a final deadline for first aid requalification for these qualifications of 30 September 2020.	✓	These have been updated	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or **n/a**	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	• There has been a formal 6 month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.	✓	All staff have been trained in Team Teach. Some staff have not completed all training but with during the autumn term.	
	• For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.	✓	DSL training up to date. Principal recently completed DSL training.	
Incident Reporting	• If a staff member has been diagnosed as having COVID-19 attributed to an occupational exposure to coronavirus this is reported as a case of disease via the school's incident reporting system and to the HSE according to RIDDOR requirements: https://notifications.hse.gov.uk/riddorforms/Disease (Contact your Safety Adviser for advice)	✓	This has not been an issue but this protocol will be followed.	Low
Safeguarding	• DSL or a deputy always available during school hours for staff.†	✓	DSL 1 and principal both have teaching commitments but are not timetabled to teach at the same time. 3 other DSL's on site.	Low
	• DSLs (and deputies) are provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.	✓	Teaching DSL's are timetabled an additional non-contact. TA3 DSL will have time at the end of the day if required.	
Reviews	• Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.	✓	Risk Assessment to be reviewed on a weekly basis in conjunction with Trust Operations Manager Academy principal regularly updated on new guidance	Low

HEALTH AND SAFETY SERVICES FOR SCHOOLS AND ACADEMIES

Are there any other foreseeable hazards associated with the Covid-19?	No ☒	
Additional Hazards	**List any additional control measures required**	**Residual Risk rating** High, medium, low

* Reopening after a lengthy closure:

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

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

See also this Zurich Municipal guide.

† **Designated safeguarding leads (DSLs)**

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

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

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

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

Reference Websites:

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

ASSESSED BY (Print name)	SIGNED	DATE
Andrew Morgan		16/07/2020