



COVID-19 General Risk Assessment for Full Opening

Prepared By:	Tal Bright (Chair of Health & Safety Committee)
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Updated By:	Simon Birch, Sue O'Brien, Kay Taylor & Tal Bright

Risk Assessment Tracker			
Date	Reviewed and Updated by:	Role	Date Approved by the Council of Management
02/09/2020	Sue Dawson	Chair of Council of Management	02/09/2020
06/01/2021	Sue Dawson	Chair of Council of Management	06/01/2021

On the 20th March 2020 the UK government in response to the coronavirus pandemic (designated by the World Health Organisation as COVID-19) introduced a lockdown of the working population, except for persons identified as Key Workers, as a medical control measure to reduce the spread of the virus and to enable resources to be allocated to those who are infected and maintain essential services for running the country.

The school closure resulted in a reduction in occupation of the premises and staff implementing alternative working patterns, including working from home and the provision of remote learning for students.

On the 22nd June 2020, in line with government guidelines, the school began a phased reopening to children of critical workers and children classed as vulnerable. The provision of remote learning continued for all students and a recovery curriculum was implemented to aid in the reintroduction of children to school life.

On the 2nd July 2020, the government published guidance for the full reopening of schools in September.

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 and students of the School in line with the government guidance.

This risk assessment has been updated in response to the Pandemic and ever changing challenges presented. We are guided by Government Policies and Guidance including:

Schools and Childcare settings: return in January 2021.

Coronavirus (Covid-19) asymptomatic testing ins schools and colleges

Assessment

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Additional Action Required? Yes/No
<p>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><i>Clinically vulnerable and clinically extremely vulnerable staff.</i></p> <p><i>Severe illness or death as a result of contracting COVID-19 whilst at work.</i></p>	<p><i>Considerations:</i></p> <p><i>Identification of staff 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 <u>clinically vulnerable</u> or <u>clinically extremely vulnerable</u>.</i></p> <p><i>The latest government guidance document <u>Guidance for full opening: schools</u> states the following:</i></p> <p><i>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced. As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments.</i></p> <p><i>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> <i>• Staff have been surveyed to identify any staff member that has an underlying health condition that causes them to be classed as clinically vulnerable or clinically extremely vulnerable; or they live in a household with a person who is classed as clinically extremely vulnerable.</i> <i>• For any staff with particular characteristics who may be at comparatively increased risk from coronavirus, 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.</i> <i>• Staff that are ill with non-coronavirus symptoms should not come in to school until they are well.</i> 	<p>No</p>

<p>Students 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><i>Clinically vulnerable and clinically extremely vulnerable students.</i></p> <p><i>Severe illness or death as a result of contracting COVID-19 whilst at school.</i></p>	<p><i>Considerations:</i></p> <p><i>Identification of students 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 <u>clinically vulnerable</u> or <u>clinically extremely vulnerable</u>.</i></p> <p><i>The latest government guidance document <u>Guidance for full opening: schools</u> states the following:</i></p> <p><i>More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Far fewer children should remain in the clinically extremely vulnerable group in the future following their routine discussions with their clinician.</i></p> <p><i>The advice for pupils in local restriction tiers 1 to 3 who remain in the clinically extremely vulnerable group is that they should continue to attend school unless they are one of the very small number of pupils or students under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting.</i></p> <p><i>Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.</i></p> <p><i>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers.</i></p> <p><i>Where a student 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. Schools should monitor engagement with this activity (as set out in the section below).</i></p> <p><i>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Parents have been surveyed to identify any student that has an underlying health condition that causes them to be classed as clinically vulnerable or clinically extremely vulnerable; or they live in a household with a person who is classed as clinically extremely vulnerable.</i> ● <i>For students identified as clinically vulnerable or clinically extremely vulnerable, parents are to provide details of any medical advice and an individual risk assessment will be carried out and recorded to agree on suitable control measures to reduce the risk to an acceptable level. This will be required to be signed and dated by the assessor and parents, and will be regularly reviewed and updated in line with any changes.</i> ● <i>Contingency plans are in place to enable immediate access to remote education for students where necessary (i.e. for those students who may need to self-isolate).</i> 	<p>No</p>
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<p>Lack of staff available to operate safe staff:student ratios and/or operate site.</p> <p>Staff may not be able to work on site as a result of either themselves or a member of their household developing symptoms of COVID-19 or being notified to self-isolate by NHS Test & Trace.</p>	<p><i>All.</i></p> <p><i>Various potential injuries as a result of lack of supervision, and/or lack of site staff.</i></p>	<p><i>Considerations:</i></p> <ul style="list-style-type: none"> • <i>To fulfill the minimum service requirements of the school, and for health and safety reasons, a certain amount of staff must be on the premises during operational hours.</i> • <i>Staff have been alerted by the unions to consider carefully if they wish to be on site</i> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> • <i>Certain key staff must be on site during operational hours. A full school closure will come into effect if any one of these key roles cannot be fulfilled (Some of these positions are combined):</i> <ul style="list-style-type: none"> ○ <i>First Aid</i> ○ <i>Fire Warden</i> ○ <i>Safeguarding</i> ○ <i>Senior Management</i> ○ <i>Estates</i> ○ <i>Cleaning</i> • <i>Up date Risk Assessment and keeping staff fully informed and any concerns are addressed quickly around personal safety</i> • <i>All staff have been required to inform school leadership if they are not coming to the school setting</i> • <i>A partial school closure will come into effect for certain teaching groups if the staffing levels fall below DfE minimum requirements.</i> • <i>Parents will be made aware of any school closure at the earliest opportunity via Parentmail and/or telephone and should make all reasonable efforts to collect their child/ren at the earliest available opportunity.</i> 	<p>No</p>

<p>Suspected/ confirmed case of COVID-19 on site.</p> <p>Staff, students, contractors, and/or visitors may display symptoms of COVID-19 whilst on site and may subsequently test positive for COVID-19.</p>	<p><i>All.</i></p> <p><i>Potential spread of COVID-19 to other staff, students and others on site.</i></p>	<p><i>Considerations:</i></p> <p><i>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 <u>stay at home guidance</u>. 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. In all cases, the Estates Manager and a member of Senior Management must be notified.</i></p> <p><i>They must self-isolate for at least 10 days and should arrange to have a test to see if they have COVID-19. Other members of their household should self-isolate for 10 days from when the symptomatic person first had symptoms.</i></p> <p><i>If a student 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 <u>stay at home guidance</u>. 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 for at least 10 days 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 for 14 days from when the symptomatic student first had symptoms.</i></p> <p><i>Tests can be booked online through the <u>NHS testing and tracing for coronavirus</u> 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.</i></p> <p><i>Schools should ask parents and staff to inform them immediately of the results of a test:</i></p> <ul style="list-style-type: none"> <i>• 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.</i> <i>• if someone tests positive, they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> and must continue to self-isolate for at least 10 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 10-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.</i> 	<p>No</p>
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<p>Failure to implement suitable social distancing measures</p>	<p><i>All.</i></p> <p><i>Potential spread of COVID-19 between staff, students and others on site.</i></p>	<p><i>Considerations:</i></p> <p><i>The latest guidance for schools states that “essential measures include:</i> <i>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:</i></p> <ul style="list-style-type: none"> • <i>grouping children together</i> • <i>avoiding contact between groups</i> • <i>arranging classrooms with forward facing desks</i> • <i>staff maintaining distance from students and other staff as much as possible.</i> <p><i>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.</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>children’s ability to distance</i> • <i>the lay out of the school</i> • <i>the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</i> <p><i>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.”</i></p> <p><i>Further information on how to group children is provided in the latest guidance for schools.</i></p>	<p>No</p>

<p>General</p>		<p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Staff, students, and parents/carers will be briefed on the new social distancing procedures.</i> ● <i>Staff will be limited to designated arrival times outside of student drop off times.</i> ● <i>Staggered pick-up times will be implemented to reduce the amount of people on and around the school at any one time. Times will be communicated to parents via parentmail.</i> ● <i>Pedestrian gates will be opened between approximately 08:30 and 09:00 to facilitate contactless entry to the school grounds for parents/students. Outside of these times, the gates will be locked.</i> ● <i>Two members of staff will monitor entries to the school grounds and steward parent/students toward student drop-off points. Late students will be required to use the intercom to report in to reception.</i> ● <i>Parents will be asked, wherever possible, to have one parent drop off or pick up their child and to keep this consistent. Parents must leave the school grounds as soon as they have dropped off their child/ren. Additional parents may be asked to wait outside the school grounds.</i> ● <i>A separate entrance will be used for Early Years students. This will be the gate opposite Swinford Road and two members of staff will monitor this entrance gate and steward parent/students toward student drop-off points. These staff will also wait for late students and escort them to their groups.</i> ● <i>Markings will be placed on the ground at the front of the school to enable parents and their children to observe social distancing at drop-off and pick-up.</i> ● <i>A one-way system will be in place for drop-off and pick-up with the pedestrian gate by the Estates hut used for people arriving at the school and the pedestrian gate by the Coach House used for people leaving the school.</i> ● <i>There is only one gate available for Early Years. The width of this gate allows for people to pass whilst observing social distancing.</i> ● <i>Reception will be closed to parents to reduce the risk to reception staff. Currently, we cannot accept cash payments. Any monies needing to be paid to the school must be done via BACS or by cheque posted to the school's registered address. Staff to make themselves known to reception staff on arrival so that they can be 'signed in' and at the end of their time in school staff should inform reception staff they are leaving so that they can be 'signed out'.</i> ● <i>Staff to keep their distance from students and other staff as much as they can, ideally 2m from other adults.</i> ● <i>Staff to encourage older children to keep their distance within their group and not touch staff and their peers where possible</i> 	
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<p>Classrooms & other teaching spaces</p>		<ul style="list-style-type: none"> ● <i>Students will be kept in consistent groups (bubbles) and these groups will be kept apart from each other wherever possible.</i> ● <i>Students will have assigned seating where possible.</i> ● <i>Desks will be arranged to ensure that students are seated side-by-side and facing forwards.</i> ● <i>Where possible, classes will access their rooms via an external door.</i> ● <i>Interaction, sharing of rooms and social spaces between groups to be limited as much as possible.</i> ● <i>Groups will be allocated an outdoor space for break times and outdoor activities.</i> ● <i>Groups will be allocated their own toilets where possible.</i> ● <i>Outdoor spaces will be used where possible, weather permitting, to deliver lessons.</i> 	
<p>Common areas</p>		<ul style="list-style-type: none"> ● <i>A one-way system with floor markings will be used in Parkhill to control the flow of people around this building.</i> ● <i>Floor markings for social distancing will be placed in key areas of the school that usually require queues to form.</i> ● <i>Break times will be staggered throughout the day to reduce the likelihood of groups interacting with each other (Government advice is that brief transitory contact, such as passing in corridors is low risk).</i> ● <i>Use of toilet facilities will be staggered wherever possible to limit toilet users to one at a time. Wherever possible, toilets will be set aside for use by a single group.</i> ● <i>Use of staff rest areas will be staggered wherever possible. Extra rest areas will be used, where available.</i> ● <i>Rest areas should be rearranged to allow for safe social distancing.</i> ● <i>Office layouts will be reviewed for social distancing. Where it is not possible to move workstations further apart, alternate working hours will be implemented or screens will be deployed.</i> 	
<p>Staff rooms & meeting rooms</p>		<ul style="list-style-type: none"> ● <i>Staff meetings will be held virtually.</i> ● <i>Staff meetings with parents will be conducted virtually wherever possible. Where this is not possible, the teachers library has been set aside as our designated meeting room. Meetings must be booked in advance with 8 attendees maximum. A supply of hand sanitiser and tissues will be available and the room will be laid out to observe social distancing.</i> ● <i>Safeguarding meetings with students will be conducted in the DSL office. A supply of hand sanitiser and tissues will be available and the room will be laid out to observe social distancing.</i> ● <i>Only one person will be allowed in the photocopying room at a time and disinfectant wipes will be supplied which then should be disposed of in a lidded bin.</i> ● <i>Staff computers will be moved to appropriate locations to ensure social distancing is observed.</i> 	

Staff and students contracting the virus through direct/indirect transmission when travelling to/from the school site using their own means	<i>All Staff and students may be at risk of contracting the virus whilst travelling to/ from the school, especially if using public transport.</i>	<p><i>Considerations: Staff and students returning to the school may be at risk of contracting the virus whilst travelling to/from the site, particularly if they need to use public transport.</i></p> <p><i>Responsibility for ensuring that staff can commute into work safely, and students can travel to/from the school safely is limited as there are many factors that are outside of our control; however, we will promote safe travel and make reasonable adjustments to facilitate this wherever possible.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Where staff cannot commute to work without using public transport, adjustments to their work hours will be made to allow them to travel outside of peak times.</i> ● <i>Staff, students and parents/carers will be made aware of recommendations on transport to and from the school (including avoiding peak times) as outlined in <u>Coronavirus (COVID-19): safer travel guidance for passengers</u>.</i> ● <i>Hand sanitiser will be provided at the main entry points to the school. Staff, students, contractors and visitors will be instructed to use hand sanitiser or thoroughly wash their hands when they enter the school.</i> ● <i>Parents will be advised that students should not travel to school together if they are not in the same bubble except if they are siblings/live in the same household.</i> 	No
Staff, students, contractors and visitors not implementing suitable hygiene practices to limit the risk of direct and indirect transmission.	<i>All. Potential spread of COVID-19 between staff, students and others on site.</i>	<p><i>Considerations: Good hand and respiratory hygiene is imperative in the fight to minimise the spread of the virus, and so we will ensure that adequate handwashing facilities are available and that staff and students are regularly briefed on good hand and respiratory hygiene practices.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Suitable hand washing facilities/hand sanitiser stations are available for use.</i> ● <i>Suitable, lidded pedal bins to be provided in place of open bins in all classrooms, toilets and workspaces.</i> ● <i>Staff, students, contractors and visitors will be instructed to use hand sanitiser or thoroughly wash their hands on a regular basis.</i> ● <i>Posters will be displayed in prominent locations to remind staff, students and others of good hand and respiratory hygiene practices.</i> 	No

		<ul style="list-style-type: none"> ● Staff, students, contractors and visitors will be briefed on the need to wash their hands regularly (and after using the toilet or changing a nappy, before and after eating or handling food, and after blowing their nose/sneezing/coughing) and students will be briefed on the correct handwashing technique. ● Staff, students, contractors and visitors will be briefed on good respiratory hygiene practices (catch it, bin it, kill it). ● Staff, students, contractors and visitors will be briefed on the need to avoid touching their face (and especially the eyes, nose and mouth). ● Posters will be displayed in prominent locations to remind staff, students and others of good hand and respiratory hygiene practices. ● Staff and students will be briefed on the need for non-contact greetings - no shaking hands, hugs etc. ● Staff will supervise young children and those with complex needs to ensure they wash their hands for 20 seconds, more often than usual (and after using the toilet, before and after eating, and after blowing their nose/sneezing/coughing) with soap and water or hand sanitiser and catch coughs and sneezes. ● Where possible, staff will use separate rest areas/facilities. Where facilities such as kettles /computers are shared, thoroughly washing hands before and after use must be done as well as wiping appliances with a disinfectant wipe. These will be supplied in key areas. Rota systems implemented where possible to minimise the amount of people in shared spaces at any one time. ● Bubble staff and students should not wear the same clothes on consecutive days and they should be washed in between use at the highest temperature possible in the manufacturers instructions. Parents are responsible for making sure their children don't wear the same clothes on consecutive days. If this is not adhered to, the child's place at the school may be temporarily removed. ● Students will not be permitted to wear their own PPE at school. All government and scientific advice suggests that this increases the risk of viral transmission and instead, rigorous hygiene practices are more effective methods of staying safe. Students arriving wearing PPE will be instructed to remove it and it will be placed in their personal bag and returned to them at the end of the day. 	
Contractors/visitors attending site.	<i>All.</i> <i>Potential spread of COVID-19 to staff students and others from persons visiting the site.</i>	<i>Considerations:</i> <i>We continue to restrict access to our 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/prospective members of staff. Where contractors/visitors are required to enter the school, we will ensure that reasonable precautions are taken to prevent them potentially transmitting the virus to staff, students or other persons on site.</i> <i>Control measures:</i>	<p style="text-align: center;">No</p>

		<ul style="list-style-type: none"> • Use of contractors on site will be limited, wherever possible, to outside school hours or in areas of the school that are not in use. • Copies of contractors' COVID-19 risk assessments will be obtained prior to them attending site to ensure that they comply with the specified control measures. • Confirmation from contractors/visitors that they or members of their household do not have symptoms of COVID-19, or other cold/ flu symptoms will be obtained prior to them attending site. • Contractors on site must go to reception on arrival/departure where staff will sign them in/out. • Contractors will be briefed on correct hand/respiratory hygiene and social distancing guidelines. They will be instructed on the locations of any one-way systems. • Lettings on site represent an additional risk and will be reviewed on a case by case basis in line with government guidance. • Meetings with visitors will be held virtually wherever possible. Where this is not possible, the teachers library has been set aside as our designated meeting room. Meetings must be booked in advance using the online booking system shared with staff members. A supply of hand sanitiser and tissues will be available and the room will be laid out to observe social distancing. • Areas occupied by contractors will be cleaned/disinfected after use. 	
<p>Lack of adequate cleaning regime leading to indirect transmission of the virus through contact with contaminated surfaces/ equipment.</p>	<p><i>All.</i></p> <p><i>Potential spread of COVID-19 between staff, students and others on site.</i></p>	<p><i>Considerations:</i></p> <p><i>The latest <u>guidance for schools</u> states that:</i></p> <p><i>“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 students 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.”</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> • <i>Staff will sign in/out by speaking to reception staff. Reception staff will complete the signing in/out form on their behalf.</i> • <i>Unnecessary items will be set aside in classrooms or removed where alternative storage space is available.</i> • <i>An increased cleaning regime will be in force with a concentration on frequently touched surfaces.</i> • <i>Where possible, doors will be propped open to minimise the amount of touch surfaces.</i> • <i>Soft furnishings, soft toys and other hard to clean items will be used on a rota basis.</i> • <i>Disinfectant wipes are supplied near to commonly used equipment.</i> 	<p>No</p>

		<ul style="list-style-type: none"> ● COSHH assessments must be completed for any new cleaning substances introduced as a result of the increased cleaning regime. ● Staff/students will use their own allocated desk. Hot desking should be avoided. Desks to be cleaned/disinfected prior to each new user. ● Staff to have appropriate PPE available to them. Supplies will be stored in the first aid room, the staff room and in the Early Years kitchen. ● Reception will inform the Estates Manager of any deliveries on site. The Estates Manager will take delivery of all packages. These will be stored at the back of the biolab (except lab chemicals which will be stored in the lab) and clearly labelled so that 72 hours can pass before they are handled. The Estates Manager will then follow hygiene guidelines. ● No tree climbing will be allowed given the easy transmission of the virus and the inability to clean trees. This will be reviewed regularly. ● Use of the playground equipment will not be permitted as cleaning of these items is not feasible. This will be reviewed regularly. ● Equipment used in Early Years will be used in rotation to allow for cleaning between use. ● Students may not bring bikes/comforters/soft toys/fiddle toys into school unless they form part of an EHCP or such items are named on the student's ISP. ● Devices like laptops can be brought in as long as this has been approved by the learning support department as part of a student's normal way of working at school. These will be cleaned at the start and end of the day. ● Mobile phones may be brought into school following current policy and communicated guidance. ● Students should bring lunch boxes, water bottles and a coat into school. Lunch boxes and water bottles should be thoroughly cleaned daily. Pencil cases cannot be brought in but a tupperware box can be brought in in its place on the first day of attendance. This will then stay at school until further notice. ● Musical instruments must not be shared. 	
<p>Lack of adequate cleaning regime for areas known or suspected to be contaminated (e.g. isolation room used to house a suspected case etc.) leading to indirect transmission of the virus through contact with contaminated surfaces/equipment.</p>	<p><i>All.</i></p> <p><i>Potential spread of COVID-19 between staff, students and others on site.</i></p>	<p><i>Considerations:</i></p> <p><i>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 are contaminated are isolated to prevent spread of the virus, and that a thorough clean is completed.</i></p> <p><i>The latest government guidance document <u>COVID-19: cleaning in non-healthcare settings outside the home</u> provides information on enhanced cleaning practices for managing contamination and this document needs to be regularly reviewed to ensure that cleaning practices reflect current guidance.</i></p> <p><i>Control measures:</i></p>	<p>No</p>

		<ul style="list-style-type: none"> • The latest government guidance <u>COVID-19: cleaning in non-healthcare settings outside the home</u> will be followed to ensure adequate cleaning following contamination. • Any contaminated area will be secured where possible to restrict access until cleaning has been undertaken. A risk assessment will be completed to determine the level of PPE required and where possible, the contaminated area will be left for 72 hours prior to cleaning as the amount of virus living on surfaces will have reduced significantly. • Potentially contaminated laundry items to be washed in accordance with the manufacturer's instructions using the warmest water setting and items dried completely. • 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 contamination with bodily fluids). • Cleaners should leave a change of clothes in their lockers so that they can change, if necessary, after cleaning. 	
Hazards associated with the consumption of food onsite	<p><i>All</i></p> <p><i>Potential spread of COVID-19 between staff, students and others on site.</i></p>	<p><i>Considerations:</i></p> <p><i>'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: <u>Food Standards Agency 17/04/2020</u>).</i></p> <p><i>Staff and students bring in their own packed lunches and drinks and all necessary actions will be taken to identify all hazards and that suitable control measures are put into place to reduce the risk so far as is reasonably practicable.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> • <i>Staff/students/visitors will be reminded to wash their hands before and after the consumption of food.</i> • <i>Food may not be shared.</i> • <i>Staff must bring in their own drinks-making consumables (tea bags, milk etc.) and must not use fridges to store their food.</i> • <i>Food brought in to school should be stored in an easily cleaned container.</i> • <i>Bubble staff and students should eat their snacks/lunch in their designated room or outdoor area (weather permitting).</i> • <i>Parents should make sure that their children are provided with enough food to last the entire day.</i> 	No
Lack of adequate trained fire personnel.	<i>All.</i>	<i>Considerations:</i>	No

	<p><i>Various injuries ranging from minor to serious, or death arising from poorly executed fire evacuation.</i></p>	<p><i>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.</i></p> <p><i>Control Measures:</i></p> <ul style="list-style-type: none"> ● <i>Ensure that all staff are aware of their responsibilities during a fire evacuation and provide refresher training where required.</i> ● <i>Ensure that where fire doors are wedged open to provide a reduction in touch surfaces, responsible persons are appointed to remove wedges on the sounding of the fire alarm.</i> ● <i>A fire drill will be conducted when students return to school to ensure that new policies and procedures do not interfere with the safe evacuation of the school in a timely manner.</i> 	
<p>New fire hazards as a result of implementing control measures for COVID-19.</p>	<p><i>All.</i></p> <p><i>Increased risk of fire, and/or delays in persons evacuating from the building.</i></p>	<p><i>Considerations:</i></p> <p><i>Existing fire procedures may direct staff and students to fire assembly points with limited space, resulting in staff/students 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 students 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.</i></p> <p><i>Consideration will be made of any potential new fire hazards introduced as a result of implementing control measures for COVID-19, such as propping doors open to minimize multi-touch points and improve ventilation, the installation of any physical barriers to assist with social distancing etc.</i></p> <p><i>Our fire risk assessment and fire procedures were reviewed by SIPS on 10th June 2020.</i></p> <p><i>Any Personal Emergency Evacuation Plans (PEEPs) will be reviewed and updated as a result of any changes to fire procedures.</i></p> <p><i>Any changes to the fire risk assessment and/or your fire procedures will be communicated to staff.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Fire muster points remain the same and allow for social distancing.</i> ● <i>Staff and students will be briefed on the fire evacuation procedures.</i> ● <i>Ensure that any Personal Emergency Evacuation Plans (PEEPs) for both staff and students 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.</i> 	<p>No</p>

		<ul style="list-style-type: none"> Any changes to the fire risk assessment and/or written fire procedures will be communicated to staff. Evacuation procedures will be continually assessed to ensure the buildings can quickly be evacuated safely. The frequency of fire drills will be increased to ensure that an evacuation can be completed safely and quickly, if needed. Classroom furniture must not be moved in a way that restricts quick and safe exit from the room. 	
Lack of adequate trained first aid/medical/administration of medication personnel.	<p>All.</p> <p>Various injuries/illness as a result of delayed access to first aid/administration of medication.</p>	<p>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.</p> <p>Control measures:</p> <ul style="list-style-type: none"> A review of first aid staff has been completed and there will be adequate staff on site at all times. The first aid risk assessment has been reviewed to take into account reduced staff and students. There is no increase in risk. A revised list of First Aid staff showing the qualified staff available will be produced and circulated to all staff. 	No
Provision of first aid/ medical treatment to symptomatic individuals/confirmed cases.	<p>Staff administering first aid/ medical treatment.</p> <p>Staff administering first aid/ medical treatment could contract COVID-19 from the individual being treated.</p>	<p>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.</p> <p>The government guidance document <u>Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</u> states that when caring for someone with symptoms of COVID-19:</p> <ul style="list-style-type: none"> “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 <p>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.</p>	No

		<p><i>When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on <u>how to put PPE on and take it off safely</u> in order to reduce self-contamination.”</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>PPE has been reviewed and extra stock has been acquired to be used for treating an individual where the 2m social distancing guidelines cannot be adhered to.</i> ● <i>Staff will be trained on proper use of any new PPE prior to attending to the medical needs of any individual.</i> ● <i>Staff will be informed of any new procedures, including what PPE will be required, how to put on and remove PPE safely, and disposal of waste.</i> ● <i>Accidents will be recorded in line with current policies.</i> ● <i>First aid stations to be made available around the school to minimise movement of people in the event of an incident requiring first aid.</i> ● <i>Mobile phones to be made available in key areas of the school to allow for the summoning of help.</i> 	
<p>Lack of risk assessments for any new/adapted teaching activities.</p>	<p><i>All.</i></p> <p><i>Various injuries arising from teaching activities</i></p>	<p><i>Considerations:</i></p> <p><i>During this time school staff may choose to introduce new or adapted activities for their students. These new or adapted activities may not fall under the school’s existing risk assessments and so this will need to be addressed. Any hazards presented by the new/adapted activities must be identified, together with suitable control measures to either eliminate or reduce the risk.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Staff will be briefed on the need to complete risk assessments prior to introducing and new/adapted teaching activities, these can be annexes to current risk assessments to reflect current guidelines.</i> ● <i>Staff will be briefed that no risk assessment will supersede the requirements as defined in this “COVID-19 General Risk Assessment”.</i> 	<p>No</p>
<p>Increase in staff lone/remote working whilst on site.</p>	<p><i>Staff.</i></p> <p><i>Various injuries arising from a lack of direct supervision.</i></p>	<p><i>Considerations:</i></p> <p><i>Due to reduction in staff and student numbers on site, there may be an increase in the number of staff undertaking lone or remote working activities.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Any new risk assessments will be completed, should they be needed, for any additional lone working above and beyond the scope of current lone working policies and risk assessments.</i> 	<p>No</p>

		<ul style="list-style-type: none"> Staff to be made available to relieve staff members in charge of a bubble for short periods i.e. toilet breaks if there is only one staff member in charge of a bubble. This member of staff will not enter the bubble but will supervise from distance. 	
Legionella risk arising from unused buildings and/or parts of the premises.	<p>All.</p> <p>Exposure to legionella bacteria leading to serious illness or death.</p>	<p>Considerations:</p> <p>The school was fully closed to students during the lockdown period, prior to the 22nd June 2020. Where water systems have been completely taken out of use, partially used for an extended period of time (which could be as little as two weeks), or have been infrequently used; there is an increased risk that Legionella bacteria could have multiplied to hazardous concentrations. As such, there are a number of factors that need to be considered when bringing the water system back into use.</p> <p>Control measures:</p> <ul style="list-style-type: none"> Regular flushing of the water systems has been maintained throughout closure of the school. This is recorded in line with current policies. This will continue in any unoccupied areas of the school. 	No
Poor ventilation	<p>All.</p> <p>Poor levels of ventilation leading to an increased risk of the spread of COVID-19.</p>	<p>Considerations:</p> <p>The general aim should be to supply as much outside air as possible, with a high air change rate. Windows and doors may be used to create additional air flow. The recirculation of air should be prevented.</p> <p>Control measures:</p> <ul style="list-style-type: none"> Wherever possible, classroom doors and windows should be opened during the day to allow for proper ventilation of the space and reduce the risk of viral transmission. Windows in shared spaces should be opened to allow for sufficient air flow. Ensure that where fire doors are wedged open to provide for additional air flow, responsible persons are appointed to remove wedges on the sounding of the fire alarm. 	No
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>Considerations:</p> <p>Even after full reopening, there may, at times, still be a number of staff working from home and suitable measures must be taken to protect and promote their health, safety and welfare.</p> <p>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.</p> <p>There are many challenges to ensuring the wellbeing of employees in their home as supervision and monitoring is extremely difficult.</p> <p>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.</p>	No

		<p><i>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.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Staff will be provided with guidance on the safe use of DSE's and ways in which they can maintain physical and emotional wellbeing (Working from Home: A Brief Guide for Employees).</i> ● <i>Wherever possible, the school will provide support to staff working from home with relation to work, use of equipment, mental health and emotional wellbeing.</i> ● <i>Line Managers will communicate regularly with employees working from home 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.</i> ● <i>Line Managers to keep their teams up to date on any changes that may impact them.</i> 	
<p>Students learning at home – risks associated with use of Display Screen Equipment (DSE) and mental health/emotional wellbeing.</p>	<p><i>Students.</i></p> <p><i>Aches and pains from adopting poor posture whilst using DSE.</i></p> <p><i>Fear and anxiety caused by difficulty in completing work, and lack of social interaction with friends.</i></p>	<p><i>Considerations:</i></p> <p><i>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.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Provide students with guidance on how to safely learn at home. You can download our guidance document Top Tips for Students Learning from Home (aimed at younger students), and Top Tips for Students Learning from Home (aimed at older students).</i> ● <i>Provide students 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.).</i> ● <i>Review communication channels for academic and pastoral support.</i> 	<p>No</p>

<p>Fear/ anxiety caused by returning to school.</p>	<p><i>Staff, students, and parents/ carers.</i></p> <p><i>Staff, students, and/or parents/ carers may suffer negative mental health effects as a result of fear/ anxiety about returning to the school.</i></p>	<p><i>Considerations:</i></p> <p><i>Presently increased anxiety due to the spread of the new strain of Covid-19 and rising rates of infections.</i></p> <p><i>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 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.</i></p> <p><i>The latest <u>guidance for schools</u> states that:</i></p> <p><i>“Schools should bear in mind the potential concerns of students, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include students 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.</i></p> <p><i>If parents of students 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 students of compulsory school age must be in school unless a statutory reason applies (for example, the student has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).”</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Regular conversations and online group meetings are held regularly to keep the community together.</i> ● <i>Staff, students and parents/carers will be informed with details of the measures that the school will be taking to minimise the risk of them contracting the virus at the school.</i> ● <i>Make reasonable adjustments where possible to alleviate concerns on a case by case basis.</i> ● <i>Review and update Bereavement Procedure.</i> ● <i>Guidance is available for staff on the subject of <u>mental health and wellbeing</u>.</i> 	<p>No</p>
<p>Poor staff wellbeing</p>	<p><i>Staff.</i></p> <p><i>Poor mental health, including work-related stress.</i></p>	<p><i>Considerations:</i></p> <p><i>The latest <u>guidance for schools</u> states that:</i></p> <p><i>“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.</i></p> <p><i>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</i></p>	<p>No</p>

		<p><i>additional support for both student and staff wellbeing in the current situation. Information about the <u>extra mental health support for students and teachers</u> is available. The <u>Education Support Partnership</u> provides a free helpline for school staff and targeted support for mental health and wellbeing.</i></p> <p><i>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all students at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.</i></p> <p><i>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 <u>workload reduction toolkit</u>.</i></p> <p><i>DfE has also published a range of resources, including <u>case studies to support remote education</u> and help address staff workload, this includes case studies on managing wellbeing."</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> ● <i>Fears around job security (especially relevant for those staff who have been furloughed);</i> ● <i>Fear/anxiety about returning to the workplace;</i> ● <i>Fear/anxiety surrounding the virus and lockdown;</i> ● <i>Workload;</i> ● <i>Changes to the way in which they work (e.g. provision of remote teaching, working from home);</i> <i>and</i> ● <i>Communication (e.g. general communication between staff and their colleagues and line manager, especially where working from home).</i> <p><i>The HSE have a dedicated webpage for work-related stress with some <u>example risk assessments</u> which although not specific to COVID-19, would still act as a useful base.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Update the existing stress risk assessment to consider the additional concerns raised by COVID-19 (as outlined above).</i> ● <i>Consult with staff on the protective measures that are being implemented.</i> ● <i>Brief all staff in the protective measures that are (or will be) in place.</i> 	
Poor student wellbeing	<i>Students.</i>	<p><i>Considerations:</i> <i>The latest <u>guidance for schools</u> states that:</i></p>	No

	<p><i>Fear, anxiety, and poor mental health.</i></p>	<p><i>“Students 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.</i></p> <p><i>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 <u>hosting a free webinar for school and college staff on 9 July to set out how to support returning students and students, and a recording will be available to access online afterwards - see DfE - Supporting student and student mental wellbeing for further details. This includes hearing from experts on the impacts of the pandemic on students’ mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking.”</u></i></p> <p><i>And:</i></p> <p><i>“Schools should consider the provision of pastoral and extra-curricular activities to all students designed to:</i></p> <ul style="list-style-type: none"> <i>● support the rebuilding of friendships and social engagement</i> <i>● address and equip students to respond to issues linked to coronavirus (COVID-19)</i> <i>● support students with approaches to improving their physical and mental wellbeing</i> <p><i>Schools should also provide more focused pastoral support where issues are identified that individual students may need help with, drawing on external support where necessary and possible. Schools should also consider the 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 <u>coronavirus (COVID-19) staff resilience hub</u> with materials on peer support, stress, fear and trauma and bereavement.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> <i>● Review all relevant government guidance and develop a plan of action on how the school can best support returning students using available resources.</i> <i>● Ensure that students are informed of who they can speak to if they have any worries/concerns about returning to school.</i> 	
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<p>Use of supply teachers and other temporary or peripatetic teachers</p>	<p>All.</p> <p>Potential spread of COVID-19 between staff, students and others on site.</p>	<p>Considerations:</p> <p>The latest <u>guidance for schools</u> states that:</p> <p>“Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and <u>Crown Commercial Service’s agency supply deal</u> when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.</p> <p>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 students. 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.”</p> <p>Control measures:</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 students. ● Consider using longer assignments to minimise the number of temporary staff entering the premises. 	<p>No</p>
<p>Students with SEND</p>	<p>All.</p> <p>Potential spread of COVID-19 between staff, students and others on site.</p>	<p>Considerations:</p> <p>The latest <u>guidance for schools</u> states that:</p> <p>“Some students 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.</p> <p>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 students with SEND should provide interventions as usual.”</p> <p>And</p>	<p>No</p>

		<p>“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.”</p> <p>Control measures:</p> <ul style="list-style-type: none"> ● SENCO/learning support staff to identify any potential issues and ensure that suitable plans (and where relevant, risk assessments) are in place prior to SEND students returning to school in September. 	
Hazards associated with music activities	<p>All.</p> <p>Potential spread of COVID-19 between staff, students and others on site.</p>	<p>Considerations:</p> <p>The latest <u>guidance for schools</u> states:</p> <p>“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 students 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 students 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.”</p> <p>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.</p> <p>Control measures:</p> <ul style="list-style-type: none"> ● Keeping 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 students and teachers are positioned back-to-back or side-to-side (i.e. not face-to-face). ● Sharing of instruments to be avoided. 	No
Educational visits.	All.	Considerations:	No

	<p>Travelling against FCO/ government advice.</p>	<p>The latest <u>guidance for schools</u> states that: “We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <u>coronavirus: travel guidance for educational settings</u>.</p> <p>Currently there will be no educational</p> <p>Control measures:</p>	
<p>Lack of adequate student safeguarding procedures for virtual/online taught sessions, including 1:1 sessions such as music lessons etc.</p>	<p>Staff and students. Various potential safeguarding issues.</p>	<p>Considerations: We take steps to ensure that your child protection/safeguarding procedures are reviewed and updated against the latest government guidance documents <u>Coronavirus (COVID-19): safeguarding in schools, colleges and other providers</u> and <u>Safeguarding and remote education during coronavirus (COVID-19)</u> 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 students and consider how risks arising from virtual/online provision (especially 1:1 sessions such as music lessons) can be minimised.</p> <p>In addition, you may wish to direct parents/ carers to read the relevant guidance document at <u>Coronavirus (COVID-19): support for parents and carers to keep children safe online</u>.</p> <p>Control measures:</p> <ul style="list-style-type: none"> ● DSL to continue to oversee child protection and safeguarding and review of the child protection/safeguarding procedures against the government guidance documents <u>Coronavirus (COVID-19): safeguarding in schools, colleges and other providers</u> and <u>Safeguarding and remote education during coronavirus (COVID-19)</u> to consider potential issues with virtual/online teaching and learning. ● Full guidance and procedures for reporting a concern are in the safeguarding policy which is available on the school website along with the annex. ● Child protection/safeguarding policy to be kept under review as the situation evolves and following changes to the government guidance. 	<p>No</p>

<p>Absence of the Designated Safeguarding Lead (DSL), Deputy DSL or other key safeguarding staff</p>	<p>All</p> <p>Lack of suitable child protection/safeguarding staff leading to issues with recording and reporting</p>	<p>Considerations:</p> <p>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).</p> <p>We have plans in place for absence/illness of the DSL/Deputy DSL, these will be continued to be reviewed given the current situation. In line with the Government guidance document <u>Coronavirus (COVID-19): safeguarding in schools, colleges and other providers</u>, The DSL will be always available.</p> <p>The above guidance document states that:</p> <p>“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:</p> <ul style="list-style-type: none"> ● a trained DSL (or deputy) from the school will be available to be contacted via phone or online video - for example if they are working from home <p>A trained DSL (or deputy) or a senior leader will take responsibility for coordinating 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.</p> <p>Control measures:</p> <ul style="list-style-type: none"> ● A trained DSL will be available at all times via telephone or email. ● The Designated Safeguarding Lead will be available on site and in the event of absence one of the deputy DSL will be available. ● Members of the safeguarding team are named in the safeguarding policy with their contact details. ● Full guidance and procedures for reporting a concern are in the safeguarding policy which is available on the school website along with the annex. 	<p>No</p>
<p>Lack of adequate communication related to COVID-19 procedures to staff, students, parents/ carers, contractors and visitors</p>	<p>All</p> <p>Staff, students, parents, contractors and visitors not being made aware of procedures</p>	<p>Considerations:</p> <p>Communication must be maintained in order to facilitate the sharing of key information during the COVID-19 crisis and to minimise the risk of spreading the virus.</p> <p>Control measures:</p> <ul style="list-style-type: none"> ● ParentMail will be used as the primary method of communicating key information with parents about government guidance, internal policies and procedures, and advice. ● Formal communication will be developed and issued by SLT. 	<p>No</p>

		<ul style="list-style-type: none"> • Students and parents will engage with relevant education resources through Google Classroom and ParentMail. • Relevant updates to policies and procedures will be communicated to staff through the regular channels. 	
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>	<p>Considerations: As the pandemic evolves together with scientific knowledge of the virus, advice is being issued and amended regularly. Up to date advice on COVID-19 is available at websites such as:</p> <ul style="list-style-type: none"> • https://www.gov.uk/coronavirus • https://www.nhs.uk/conditions/coronavirus-covid-19/ • <u>COVID-19: guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus</u> • <u>Stay at home: guidance for households with possible coronavirus (COVID-19) infection</u> • <u>Guidance for full opening: schools</u> • <u>Coronavirus (COVID-19): implementing protective measures in education and childcare settings</u> • <u>COVID-19: guidance for education settings</u> • <u>Coronavirus (COVID-19): guidance on isolation for residential educational settings</u> • <u>Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</u> • <u>Coronavirus (COVID-19): safeguarding in schools, colleges and other providers</u> • <u>Safeguarding and remote education during coronavirus (COVID-19)</u> • <u>Coronavirus: travel guidance for educational settings</u> • <u>COVID-19: cleaning in non-healthcare settings</u> • <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> • <u>Coronavirus (COVID-19): safer transport guidance for operators</u> • <u>Independent Schools’ Bursars Association (ISBA)</u> • <u>Association of School and College Leaders (ASCL)</u> • <u>Boarding Schools’ Association (BSA) latest COVID-19 updates</u> 	No
Failure to develop a contingency plan for outbreaks.	All	<p>Considerations: The latest <u>guidance for schools</u> states that:</p>	No

		<p><i>“For individuals or groups of self-isolating students, remote education plans should be in place. These should meet the same expectations as those for any students who cannot yet attend school at all due to coronavirus (COVID-19). See section on <u>remote education support</u>.</i></p> <p><i>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 students.”</i></p> <p><i>You’ll need to review section 5 of the latest <u>guidance for schools</u> and develop suitable contingency plans.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Review section 5 of the latest <u>guidance for schools</u> and develop suitable contingency plans.</i> 	
<p>Failure to gain approval for, and monitor the implementation and effectiveness of this risk assessment (and any associated policies/ procedures)</p>	<p>All.</p> <p>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.</p>	<p><i>Considerations:</i></p> <p><i>Measures need to be in place to ensure that the content of this risk assessment and any related policies/ procedures are being properly implemented and adhered to. Suitable procedures must be in place to monitor their effectiveness.</i></p> <p><i>Control measures:</i></p> <ul style="list-style-type: none"> ● <i>Ensure that this risk assessment is reviewed and agreed upon by the Council of Management.</i> ● <i>Regular meetings will be held by SLT and the Health & Safety Committee to monitor and plan for the school’s ongoing response to COVID-19.</i> ● <i>Ensure that this risk assessment and any related policies/ procedures are reviewed and updated where required, and that updates are communicated to staff and where relevant, parents and students.</i> 	<p>No</p>

Next review due:

01/02/2021
