RISK ASSESSMENT FOR:	**Coronavirus (COVID-19)** with all students back in school		Assessment Number	**56**	**HOLYWELL SCHOOL**
Assessment by: MG Simpson **Signature:** *MG Simpson*		**Date of initial assessment: 09-07-2020**	**Date of review: 05-08-2020** In line with government updates – last government update: **02-07-2020**		
Print name: MG Simpson		**Location of activity: Whole site**			

Key risks:
- Transmission of Covid-19
- Someone becomes unwell with Covid-19 symptoms
- There is a confirmed case of coronavirus
- Local outbreak of Covid-19
- Staffing: The school is in danger of closing because of low staffing levels
- Resources: Resources are running low so school at risk of closing
- Cleaning: Stocks/staffing are dangerously low putting school at risk of closure
- Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels
- Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive
- Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality
- Loss of Education (inc. Curriculum, behaviour and pastoral support; Assessment and accountability)
- Lack of daily routines increase the risk of transmission

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	**Reviewed risk rating**
Transmission of Covid-19	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	The symptoms of coronavirus are: • a high temperature • a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours • loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal What harm can be caused? Catching COVID 19 which currently has around a 2% mortality rate. It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high. Harm caused by absence from school (minimum of 7 days).	20	Management of controlling the risk of Coronavirus transmission • *All staff and students when not in setting to follow government guidelines and Stay alert (**NB** School has no control over this).* • *Headteacher/ Business Manager/Site Manager are designated Covid-Operations Managers to oversee that compliance measures are in place.* • *Leadership Team and school follow Public Health and DFE Guidance for Schools on Coronavirus.* NB. 'The prevalence of coronavirus (Covid-19) has decreased, our NHS Test and Trace system is up and running' DfE 02-07-2020 • *Guidance is checked **DAILY** as it is regularly updated with new practices.* • *SLT to discuss daily situation at school and what is happening nationally.* • *Review all activities to consider and manage risk of Coronavirus.* • *Maintain and update the school Pandemic Plan for dealing with second wave or loss of critical staff for example Headteacher, SENDCo, site agent.* • *COVID 19 is RIDDOR reportable and should be reviewed if member of staff dies* • *Consultation with Unions and communication with non-union staff on risk assessment and its control measures.*	School has no control over this and external behaviour could jeopardise the protective bubble approach Y Y Y Y Y Y Noted Y Extensive consultation with staff – Union planning checklists document completed and have informed risk assessment.	15 (3x5)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• *Regular review and set out a manageable and realistic timetable for phased reopening for each year group over days, weeks and agree this with staff.*	Y Government recommend full opening in September. We recommend phased opening to allow students to be sufficiently inducted re: H&S measures	

				• *School only starts phased reopening once Government 5 key tests have been met, once scientific data supports schools reopening and once risks have been sufficiently mitigated.* Key Government mitigation steps include:
				  o A requirement that people who are ill stay at home
				  o Robust hand and respiratory hygiene
				  o Enhanced cleaning arrangements
				  o Active engagement with NHS Test and Trace
				  o 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. (02-07-2020)
					Y Key tests have been met and Government recommends re-opening schools.
					
					Mitigation steps to be included and considered	

				• *School opened on the ability to maintain COVID-19 prevention and control measures within the school's setting.*	!!! School has never fully closed	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures _Y/N/NA_	
					In Place	**Reviewed risk rating**

				Cleaning and hygiene
				• follow the COVID-19: cleaning of non-healthcare settings guidance
				• daily checklist and monitoring of controls for classroom and whole school
				• ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments
				
				• Regularly review activities and locations where high contact and likelihood of transmission of the virus is high and put in place enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach common touch points (inc. clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches), are more regularly cleaned than normal with Milton solution (or diluted bleach); additional cleaning through the day
				
				• robust hand and respiratory hygiene – ensure that all adults and children:
				   o clean hands thoroughly more often than usual
				   o frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Hands sanitised at the start and end of each 'session'. Review the guidance on hand cleaning
				   o clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
				   o are encouraged not to touch their mouth, eyes and nose
				   o ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach – use a tissue or elbow to cough or sneeze and use pedal bins for tissue waste
				   o ensure that help is available for children and young people who have trouble cleaning their hands independently
					Y
					
					Y
					
					N – inadequate hand-washing facilities – hand sanitisers provided
					
					Y
					
					Y
					
					Hand sanitisers in all classrooms and around school; hand sanitising embedded in school routine – ie. at the start and end of every lesson/session; posters displayed – pedal bins in all classrooms and key staff areas	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• encourage young children to learn and practise these habits through games, songs and repetition	Y NHS song used	
				• ensure that pedal bins for tissues are emptied throughout the day where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units	Y	
				• prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation	Y	
				• get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed	NB– no regular supplier found – variety being used	
				• *Provide tissues for classrooms.*	Y – part of hygiene kit for every classroom	
				• *Ensure robust cleaning of high contact surfaces throughout the day. Throughout the day the cleaners or site team should be cleaning high contact surfaces* ➢ *door handles into classrooms* ➢ *key pad entry systems* ➢ *corridor doors hand plates* ➢ *toilet doors, hand plates* ➢ *staffroom facilities (kettle/fridge/dishwasher/cupboards/sink/ etc* ➢ *classroom desks*	Y – for most aspects: NB. classroom desks can't be wiped down during the day as students are in lessons and cost of wipes is too prohibitive	
				• *Obtain advice where required from H&S consultant, NHS 111 and DFE Helpline 0800 046 8687 or email DfE.coronavirushelpline@education.gov.uk*	Y	
				• there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• *Ensure student and staff toilets are fully stocked with liquid hand soap and sinks are all operational.*	N – limited toilet capacity – 5 toilet blocks, 1 staff block, 3 disabled toilets	
				• ~~*Review numbers of operational toilets and urinal facilities to ensure there is sufficient capacity to comply with social distancing measures and to allow for essential personal hygiene.*~~ *NB Superseded by DfE Guidance 02-07-2020:* *Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and students must be encouraged to clean their hands thoroughly after using the toilet*	Y – students going to toilet will need to hand-sanitise on return to the classroom	
				• *Access to toilets are monitored strictly and identify how many can enter at one time* ~~*maintaining social distancing*~~	Y	
				• *Consider same sex members of staff going into toilets regularly to ensure sinks are operational and not used as bag storage areas and social distancing is maintained.*	Y	
				• *Remove any fabric towels (multi use) and use hand dryers or single paper towels*	Y – hand dryers in place	
				• *Review carried out of activities and locations where high contact and likelihood of transmission of the virus is high. For example:* o *Door keypads* o *Door Handles (could classroom doors be kept open)* o *Payment systems –students just bring in lunches and sit at their desks?* o *Keypads entries (on release during the day) except main entrance not without compromising safeguarding* o *Signing in electronic pads (book and visitors use own pen or wipe after each use)* o *ICT equipment wiped between each use* o *Resources (rulers etc) students to have their own stationary packs.* o *Staffroom kettle/fridge/dishwasher handle/cup cupboard, sink taps*	Y Done	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**

				• *Throughout the day the cleaners or site team should be cleaning high contact surfaces*
				   o *door handles into classrooms*
				   o *key pad entry systems*
				   o *corridor doors hand plates*
				   o *toilet doors, hand plates*
				   o *classroom desks*
				with a hypochlorite solution such as Milton or Chlorine tablet solution or diluted bleach –Following guidance on cleaning in Non healthcare settings guidance: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings
				• *For bleach - as a general rule make up (10 teaspoons bleach) added to 450ml of cold water (1 spray bottle) – Check manufacturers dilution rates.*
				• *Refresh solution every 24hrs for continued effectiveness.*
				• *Spray onto a cloth onto high contact surfaces (see safe use of bleach guidance and COSHH Bleach template risk assessment – available to all staff)*
				• *Do not spray tables when students are seated at them.*
				• *Cleaning solution clearly labelled and also available for staff to use in their classrooms or dining hall.*
				• *Spray bottles must be kept out of reach of children and used with disposable gloves.*
				• *Appropriate PPE (Personal Protective Equipment) provided (disposable apron, gloves).*
				• *Also clean with this solution classroom sinks and taps (high volume contact surfaces).*
				• *Review high contact surfaces and equipment in your school setting as this may include for example Nursery toys*
				• *Ensure Safety Data sheet is available for cleaning solution and Template Bleach COSHH assessment completed.*
				• *School has an adequate and maintained supply of personal and domestic cleaning products available for school.*
					Y – extra cleaning routine in place
					
					Y
					
					Y
					Y
					
					Y
					Y
					
					Y
					
					Y
					
					Y
					
					Y
					
					Y
					A number of different suppliers are being used to ensure regular supply	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
				• *Cordon off any external play equipment (unless it can be cleaned between each group using it)*	Equipment limited to one 'bubble' and hand-sanitising after each use.	
				• *Limit resources taken home to school and school to home.* • *Do not share common resources between groups unless cleaned with a diluted bleach solution (for example maths counting blocks).* • *Signage displayed to remind staff and students to wash their hands*	Y Y all groups have own stationery and materials Y	
				Minimise contact between individuals and maintain social distancing wherever possible (02-07-2020): • **Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum** • ~~Limit the number of students and staff in contact with each other~~ Use consistent groups as this reduces the risk of transmission – however, NB. Given the decrease in the prevalence of coronavirus (covid-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups (02-07-2020) • Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding students in one group	Very challenging given our secondary curriculum model – limit number of groupings students are placed in and keep year groups apart Try to keep students and teachers consistent to groups – not possible for some subjects due to the limited number of specialist teachers	

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					In Place	Reviewed risk rating
				residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission (02-07-2020). • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from students and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. (02-07-2020) • accessing rooms directly from outside where possible • Limit the use of shared spaces • considering 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 • staggering breaks to ensure that any corridors or circulation routes used have a limited number of students using them at any time	Y Y One-way system introduced 8th June Very challenging – not optional any more – will need to have staggered breaks and use all available spaces – supervision will be a challenge	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	**Reviewed risk rating**
				• staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms.	Split lunchbreak; recreation areas/zones and eating zones identified	
				• Catering facilities are to re-open	Y – AiP to conduct own risk assessment and liaise with school	
				• ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time	N - Limited bathroom facilities – toilets used on a need-to-use basis through the day rather than 'en masse' at breaktime	
				• noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)	Y	
				~~Reduce teacher-student ratio~~ • ~~*Review staffing availability* and reassigning "groups" of 15 students for a teacher or TA under the direction of a Teacher.~~ • ~~Class sizes are limited to 15 students and one member of teaching staff.~~	~~Review done and reassignment done for critical workers and limited number of Year 6 students - not achievable for whole year group nor for whole school –~~	

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				• ~~Adequate class spaces to teach groups of 15 (some students will be in different classrooms than their normal one)~~
				
				 Superseded by 'Measures within the classroom' (02-07-2020)
				• Maintain a distance between people whilst inside
				• Reduce the amount of time people are in face to face to contact
				• Teachers to maintain distance from their students, staying at the front of the class, and away from their colleagues where possible.
				• Adults should maintain 2 metre distance from each other, and from children. (NB. This is not always possible, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many students who have complex needs or who need close contact care. These students' educational and care support should be provided as normal.
				• Support students to maintain distance and not touch staff and their peers where possible. NB this may not be feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.
				• Make small adaptations to the classroom to support distancing where possible.
				   o Seat students side by side and facing forwards, rather than face to face or side on
				   o Remove unnecessary furniture out of classrooms to make more space
				   o Teacher to remain at the front of the classroom is 'safe space'
					~~huge risk of transmission to staff~~
					~~N – adequate classroom space with good ventilation is limited and restricts number of students on site~~
					
					Y – All measures to be introduced from September 2020	

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					In Place	**Reviewed risk rating**
				Measures elsewhere (02-07-2020) • Avoid large gatherings (such as collective worship / assemblies) • Create additional staff spaces to help staff distance from each other. Minimise the use of staff rooms, whilst still ensuring staff have a break of a reasonable length during the day	Y – Assemblies will be pre-recorded and watched in tutor group base rooms Partly: alternative spaces offered to staff; increased duties at breaktime across the week, but still able to have a reasonable break	
				Use outside space: • for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff - outdoor equipment should ~~not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.~~ be more frequently cleaned. This includes resources to be used inside and outside for wraparound care providers (eg. Breakfast club).	Y – additional cleaning put in place in breakfast club	
				For shared rooms: • ~~use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity.~~ If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • stagger the use of staff rooms and offices to limit occupancy	N - Rooms will have to be shared to allow for full curriculum coverage. l N - Additional temporary staff areas – limited office space	

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					In Place	**Reviewed risk rating**
				Regular and meticulous cleaning of shared resources (02-07-2020): 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.	Y	
				• 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.	Y	
				• 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. Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to student education and development.	Y	
				• Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	Y	
				• ~~although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts~~		
				• 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. (02-07-2020)	Partly – cleaning and rotation of materials will be done where possible. Practical lessons will be adapted to ensure equipment is available/not needed/cleaned.	

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					In Place	Reviewed risk rating

				Adjust transport arrangements where ~~necessary~~ possible:
				Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. For us at Holywell, this is NOT possible.
				
				We will have the following mitigating precautions:
				• encouraging parents and children and young people to walk or cycle to their education setting where possible
				• have a process and routine for arrival at school to include
				  o staggered, stepped and supervised disembarking from each bus
				  o expectation of removal of any face coverings on arrival on the school site (students must not touch the front of their face covering during use or when removing them. Disposal of temporary face coverings in a covered bin or reusable face coverings placed in a plastic bag so they can take home them with them)
				  o hands santitised on entry to the site
				• making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel
				
				• ensuring that transport arrangements cater for any changes to start and finish times
				• making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus
				• transport providers to supply copy of risk assessments and hygiene/cleaning regime
					Y
					
					Y
					
					Can provide guidance but we cannot guarantee compliance
					N/A
					
					To be confirmed by transport provider
					N – not yet supplied	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• making sure transport providers, as far as possible, follow hygiene rules (inc. thorough clean between cohorts of students using the vehicle) and try to keep distance from their passengers • taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts Local authorities or transport providers could consider the following: • guidance or training for school transport colleagues • substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers • cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out • communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in the DfE Guidance of 02-07-2020 and with the approach being adopted at school. It is important to consider: • how students are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet	NB still awaiting full details from BBC I I I I I I I I I I I v N – not yet received	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Someone becomes unwell with Covid-19 symptoms	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Infect other people What harm can be caused? Catching COVID 19 which currently has around a 1.5% mortality rate. It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high. Harm caused by absence from school (minimum of 7 days).	12	If anyone becomes unwell with a new, continuous cough, a high temperature or loses their sense of taste or smell in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. If a child is awaiting collection, they should be moved, if possible, to the meeting room (outside the library) where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible (disabled bathroom by reception). The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. DfE Guidance: PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. 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 a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn In addition, staff have completed online training on PPE In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. 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. This information is displayed on school website and in letter to parents.	Y Y Y Non-clinical PPE sourced and available - inc visor/mask, apron and gloves are in stock and in the room Y Not totally convinced that transmission is avoidable in this circumstance Y	10 (2x5)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating

There is a confirmed case of coronavirus	Students Staff Visitors Drivers Cleaners
	
	Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions
	
	Anyone else who physically comes in contact with someone in relation to school
		Threat to heath / life
		
		Infect other people
		
		What harm can be caused? Catching COVID 19 which currently has around a 1.5% mortality rate.
		
		It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high.
		
		Harm caused by absence from school (minimum of 7 days).
			16	(NB. Control measures completely updated and changed in guidance published 02-07-2020 to reflect current control measures from NHS and Public Health England)
				
				Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (Covid-19) symptoms, or who have someone in their household who does, do not attend school. Key measures and response to any infection:
				• Ensure staff understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.
				• Ensure that staff members and parents/carers understand that they will need to be ready and willing to:
				   o book a test if they are displaying symptoms. Staff and students must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
				   o provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
				   o self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)
				• When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home to self-isolate and advised to engage with the NHS Test and Trace process. Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.
				• The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. All schools will be provided with a small number of home
					Y
					
					Y
					
					Y
					
					Y
					
					Y
					
					Expected before September
						10 (2x5)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.		

				• Schools should ask parents and staff to inform them immediately of the results of a test:
				   o 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.
				   o if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.
					Y	

				• Children, parents, carers and visitors such as contractors are informed not to visit the setting if they are displaying any symptoms of Coronavirus (COVID-19) and limit visitors/contractors to school	Y	
				• Review Pastoral support for both staff and students in terms of supporting families where Covid-19 is confirmed and where outcomes are serious: ie. Life-threatening and life-taking. Make sure staff are aware of the Bereavement Policy.	Y	
				• This information is displayed on school website and in letter to parents.	Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
Staffing: The school is in danger of closing because of low staffing levels	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate support for students and staff Inadequate first aid provision	16	Staffing levels are monitored and are sufficient to ensure there are enough members of staff to supervise students in school. There is a register of staff under the following headings: • staff who have/had Covid-19 • staff whose family members have Covid-19 • staff who are/were shielding • staff who have family members who are/were shielding Where staffing levels are below what is required, cover supervisors and agency supply staff can cover the shortfall. Provision is in place should members of the leadership team are ill with Covid-19. 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. School Policy and practice to be reviewed. (02-07-2020) Specialists, therapists, clinicians and other support staff for students with SEND should provide interventions as usual. We will manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors. Support and Site staff levels are monitored to ensure there are enough members of staff to provide support and site maintenance/cleaning. Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, high temperature, loss of sense of small and/or taste and are kept up-to-date with national guidance about the signs, symptoms, transmission of coronavirus, what to do if symptoms develop, what to do in class if students develop symptoms, and how Test and Trace works.	Y Y Reviewed and working with peripatetic/supply staff to enable attendance where possible and where required. Y Y Y Y	12 (3 x 4)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				Review workforce to identify staff with continuing health issues who are more prone to contracting Covid-19: Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, DfE expect that most staff will 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, we will consider what is feasible and appropriate.	Y – staff invited to complete personal risk assessment	
				Staff who are clinically vulnerable or extremely clinically vulnerable: As we will be applying DfE/PHE full measures, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.	Y	
				Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. We will be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.	Not all are able to return	
				People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.	Y	
				Individual members of staff can request / submit an individual risk assessment and adjustments will be made according to their personal and/or medical circumstances	Y	
				Staff ensure that any unwell members of staff who are waiting to go home are moved to a quieter area of the school, away from others. Areas used by unwell members of staff who need to go home are appropriately cleaned once vacated. If staff are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection.	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	**Reviewed risk rating**
				Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Health and Safety Policy, using PPE at all times.	Y	
				Staff are encouraged to transfer information digitally, e.g. via email, and to avoid transferring information in paper format.	Y	
				Staff are informed via email that they must not enter the school premises if they show signs of being unwell and believe they have been exposed to coronavirus.	Y	
				Staff do not return to school before the minimum recommended exclusion period (or the 'self-isolation' period) has passed, in line with local and national guidance. Staff inform the headteacher when they plan to return to work after having coronavirus.	Y	
				Staff notify the headteacher if they have an impaired immune system or a medical condition that means they are more vulnerable to infections – alternate working arrangements are put in place where required. Any additional provisions for staff who are more vulnerable to infections are put in place by the headteacher.	Y	
				Everyone is instructed to monitor themselves and others and look out for similar symptoms if somebody has been sent home with suspected coronavirus. Staff are vigilant and report concerns about their own, a colleague's or a student's symptoms to the headteacher.	Y	
				Communication channels are available to all staff.	Y	
				Staff are informed via email about who they can talk to if they have concerns, e.g. about their commitments, health, workload and mental wellbeing.	Y	
				Staffing allocations are designed to minimise staff exposure to coronavirus, group sizes, and any additional workload.	N – not possible when delivering full curriculum. Primary model was not possible.	
				Staff are encouraged to communicate remotely, where possible, and to minimise close-proximity interaction.	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				Staff are encouraged to discuss how to manage their workload and balance their commitments, e.g. caring for dependants.	Y	
				Staff are aware of how to report sickness and how they will be paid during their absence.	Y	
				All staff members' emergency contact details are up-to-date, including alternative emergency contact details, where required. Staff members' alternative contacts are contacted where their primary emergency contact cannot be reached.	Y	
				The First Aid Policy is up-to-date and outlines the management of medical emergencies – medical emergencies are managed in line with this policy.	Y	
				Staff and volunteers avoid contact with people who show symptoms of coronavirus, both in and out of school.	Y	
				Where a member of staff must accompany or supervise a student showing symptoms of coronavirus, infection control procedures and social distancing arrangements are adhered to at all times.	Y	
				Staff and volunteers avoid non-essential work-related travel, where practicable	Y	
				Where practicable, staff always keep at least two metres apart and avoid close proximity interaction. Where close proximity interaction (being less than two metres apart) cannot be avoided, staff and volunteers are instructed to: • Identify beforehand which tasks must be done in close proximity to others and which tasks can be carried out at a distance or remotely. • Work facing away from each other or side-by-side, where possible, instead of face-to-face. • Where face-to-face interaction is essential, minimise the frequency and duration of the interaction. • Limit close proximity interaction to 15 minutes at a time. • Limit the number of people in close proximity interactions to no more than two people.	Y	
				The size and frequency of essential group gatherings is limited to no more than five people, and this is communicated to staff and volunteers via email.	Y Most done by email and zoom	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
				Where staff must work in teams to carry out their role or perform a task, teams are arranged beforehand and, where possible, team mixing is minimised.	Y	
				Where group gatherings must occur in larger numbers or higher frequency, alternative arrangements are put in place and enforced by the headteacher, e.g. remote meetings are arranged.	N /A– additional facilities created	
				Class sizes are limited to 15 students and one member of teaching staff.	N	
				The use of communal areas, e.g. the staff room, is limited to avoid unnecessary group gatherings – staggered times, queues, or rotas are implemented where required.	Y	
				Floor markings or signs are used, where necessary, to indicate any two-metre spacing, e.g. where queues are likely to form.	Partly – markings will be used where necessary	
				Contact with parents is minimised and alternative arrangements are in place – where contact with parents must occur face-to-face, infection control procedures and social distancing arrangements are communicated to parents.	Y	
				Where staff cannot follow social distancing arrangements for a particular activity, the headteacher assesses whether the activity needs to continue – mitigating actions are put in place if continuing the activity is essential.	Y	
				Pregnant staff review working arrangements and update pregnancy risk assessment.	N/A	
				Staff experiencing anxiety or staff who have concerns are supported to ensure they are comfortable coming into school and to ensure maximum staff availability / attendance.	Y Relies on staff communicating feelings	
				Staff are responsible when booking holidays and take into account any requirements to self-isolate on return so as not to impact negatively on staffing levels. Unexpected absences due to self-isolation impositions or local lockdowns to be dealt with through supply teachers.	Y Relies on staff communication and integrity	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Resources: Resources are running low so school at risk of closing	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Inadequate level of resources to support student learning and curriculum delivery Inadequate resources to keep students safe	6	Sound financial management Weekly review of resources Increased costs are recorded and monitored: • Increased related costs associated with additional cleaning and resources.	Y Y Y	4 (2 x 2)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
Cleaning: Stocks / staffing are dangerously low putting school at risk of closure	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Critical levels of cleaning products lead to an inability to secure clean working environments which will lead to an increased risk of infection or spreading of the virus Inadequate support for students and staff	16	A good supply and stock of soap and alcohol-based hand sanitiser; adequate hand-washing facilities to enable staff, students and visitors to clean hands more often than usual - washing hands thoroughly for 20 seconds with running water and soap and drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered Good respiratory hygiene is promoted through the 'catch it, bin it, kill it' approach; plus readily available tissues. A good supply and stock of standard cleaning products, such as detergents and bleach to ensure that frequently touched surfaces are cleaned often.	Y/N Sanitiser used instead of hand washing Y Y	6 (2x3)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate first aid provision Inadequate support for students and staff	20	Add to and adapt the Health and Safety Policy to include aspects linked to Covid-19. Agree procedures for staff to return safely to school and to prepare classrooms for the phased return of students. Where necessary, wear appropriate personal protective equipment (PPE) (02-07-2020). DfE guidance states: The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: - where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained - where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used - staff to read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care Review lunchtime and breaktime arrangements to ensure distancing measures. Split Key Stage lunchtime: 30 minutes 'lunch'; 30 minutes 'recreation'. Separate areas for packed lunch and hot lunch; no mixing of year groups; students in dining room sit facing one way and students clear away own plates/cutlery; kitchen staff to wear PPE in line with AiP Policy. Each year group to be allocated a zone of the site. No ball games initially; other equipment to be wiped down after use. Review drop off and collection protocols for parents and review the school travel plan.	Y Y Planning and procedures agreed – constant revision due to Government updates Y Y + To be reviewed in practice Y + To be reviewed Y	15 (3 x 5)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	**Reviewed risk rating**
				Ensure 'normal' health and safety / PPM checks continue. All trips abroad trips cancelled. In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for students with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.	Y No educational visits until it is deemed safe by all to proceed.	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate first aid provision Inadequate support for students and staff	16	Review what physical changes and adaptions will need to be made to the site – both in terms of a safe entry/exit to the school for all and safety around the site during lessons and recreation times.	Y Adaptations trialled in the Summer Term to be scaled up for whole-school – challenges: arrival and departure; unstructured times	16 (4 x 4)
				Groups access classrooms straight from outside rather than coming through an entrance and corridor	Y	
				Clearly marked areas where students and parents in their groups can line up maintaining social distancing when coming into school.	Y	
				Only one parent/carer per child to arrive and collect children.	Y	
				No parent/carer standing at the gate (creating a bottle neck)	Y	
				No parent to come into classroom.	Y	
				Bikes and scooters stored safely apart not thrown on floor (students only use their own scooter/bike)	Y	
				Measure the school (in particular, classrooms) to ascertain the maximum capacity/proportion of students that can be physically in school at any one time with social distancing applied.	N analysis done around – social distancing not possible in classrooms or around site. Allocation of zones for recreation.	

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| Hazard / Risk | Who is at Risk? | How can the hazards cause harm? | Risk rating | Normal Control Measures | Are Normal Control Measures *Y/N/NA* | |
					In Place	Reviewed risk rating
				Rearrange classrooms to ensure all students can follow social distancing effectively; classrooms re-arranged to provide some mitigation of transmission; desks should be spaced as far apart as possible, all desks facing the front, extraneous furniture removed.	Y	
				Reduce movement around the site.	N movement around site is necessary in order to deliver the curriculum and specialist teaching	
				Students to use their own stationery and not share pens/pencils or other equipment with each other in the group.	Y	
				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.	Y	
				Staff maintain distance from their students, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.	Y	
				Avoid face to face contact and minimise time spent within 1 metre of anyone. (NB. This may not be possible when working with many students who have complex needs or who need close contact care. These students' educational and care support should be provided as normal.)	Y	
				Limit sharing of resources between "groups" unless thoroughly cleaned using a diluted bleach solution. NB. Guidance from 02-07-2020: 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	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				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.		
				Where possible students sit at the same desk every day.	Y	
				Students outdoor coats and bags to be placed under their own desk to prevent going into corridors to hang up on pegs or mixing clothing with other students. No initial use of lockers.	Y	
				Pre-planning lessons so not physically sitting together for example moderating group work.	Y	
				Where possible hold lessons outside within the school grounds in their "groups" maintaining social distancing.	Y	
				Provide talks to children on "social distancing".	Y part of student induction	
				Where possible keep a window open for ventilation. Where possible keep door open to corridor to avoid touching handles (when leaving room door should be closed for fire safety	Y	
				Review Pandemic Plan in terms of how the site will be secured if any cases of Covid-19 occur.	Y	
				Review Lettings and make decisions as to when these may be re-started.	Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Excessive staff workload Staff stress and anxiety; poor levels of wellbeing Dissatisfaction Inability to teach effectively Staff absence	12	Review the workload associated with key expectations from DfE re: curriculum provision in 2020-2021: ➢ Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which students may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading ➢ Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in students' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. ➢ Plan on the basis of the educational needs of students: Curriculum planning should be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing students in class, talking to students to assess understanding, scrutiny of students' work) while avoiding the introduction of unnecessary tracking systems. ➢ Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some students, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any students educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Measures to mitigate the risk of increased workload: • Review curriculum provision and adaptations necessary with staff for both students in school and for emergency home-learning tasks. Curriculum planning should not exceed normal school planning expectations and should be planned around staff expertise and specialism.	Y	9 (3 x 3)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
				• Eliminate any unnecessary workload around marking and feedback.	Y	
				• Ensure that technology enhances learning and that time is provided for staff to learn how to use new technologies.	Y	
				• Ensure that emergency remote-learning is managed well so that feedback workload does not increase.	Y	
				• Follow Cleapps guidance GL344 Guide for doing practical work in DT, Food and Art, ICT suites	Y	
				• Additional time provided for subjects with significant adaptations to make to the curriculum:	Y	
				○ Music: Adapt the curriculum with the following in mind: ▪ There may be an additional risk of infection in environments where students are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. We need to 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.	Y	

				○ PE:
				      ▪ sports equipment must be thoroughly cleaned between each use by different individual groups
				      ▪ contact sports must be avoided
				      ▪ outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between students and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports' setting because of the way in which people breathe during exercise.
					Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
				▪ Schools should refer to the following advice: guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport; advice from organisations such as the Association for Physical Education and the Youth Sport Trust	Y	
				▪ Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.	Y	
				▪ Activities such as active miles, making break times and lessons active and encouraging active travel help enable students to be physically active while encouraging physical distancing.	Y	
				• Laptops/ipads – these should be cleaned before use and between each "group use" using wipes.	Y	
				• Review data management and ensure that expectations are reasonable and within normal expectations.	Y	
				• Review communications and ensure that staff, students and parents are kept up-to-date and 'in touch'. Use remote communication strategies for meetings (Microsoft Teams, Google Meet and Zoom) and for keeping in touch. Address social needs as well as organisational needs.	Y	
				• Adapt appraisal processes to online reviews.	Y	
				• Staff working from home – guidance provided on working from home and secure information complying with GDPR. Share HSE guidance on working from home. Staff should follow good practice and work from a table.	Y	
				• Staff provided with laptop and separate mouse- DSE assessment not required for working at home.	Y	
				• School to consider staff mental health and review communication arrangements with staff. Rather than emails consider a meeting via a platform like Zoom. Think about ways to improve mental health from working at home as it can be difficult to separate work from home life. Continue virtual coffee mornings using technology so staff can still feel part of a team. Wellbeing calls for all staff.	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• Pregnant staff working from home – update their pregnancy risk assessment to include home working.	Y	
				• Encourage staff to speak to colleagues daily	Y	
				• Identify staff that are unable to attend work and ring them regularly to make sure they are okay	Y	

				• Remote education: Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, DfE expect schools to have the capacity to offer immediate remote education. We must 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 students are required to remain at home. In developing these contingency plans, DfE expect schools to:
				  ○ use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
				  ○ give access to high quality remote education resources
				  ○ select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
				  ○ provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
				  ○ recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.
				  ○ When teaching students remotely, DfE expects us to:
				    ▪ set assignments so that students have meaningful and ambitious work each day in a number of different subjects
				    ▪ teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
					Partly	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				▪ provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos ▪ gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work ▪ enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding ▪ plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers ○ DfE expects us to consider these expectations in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. ○ DfE expects us to avoid an over-reliance on long-term projects or internet research activities.		

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Loss of education Stress and mental health Parents and students anxious Staff working long hours delivering face to face as well as setting work for those students at home	Students	Widening of learning, attainment, experience gaps Stress and anxiety leading to loss of sleep and changes in behaviour. Resulting in time of work/school Increase in absenteeism	16	Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn. There will obviously be some gaps in leaning. This is how we mitigate those gaps: • Work provided during lockdown was planned to ensure gaps were not exacerbated whilst still providing students with challenging, meaningful and relevant tasks to complete – fully accepting that every student's experience will have been different. • Induction planned for first week of term along with ongoing wellbeing support for students as part of Tutor/Community time. • 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. We will mitigate this by contextualising these feelings as normal responses to an abnormal situation and by providing 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; we will provide tailored support where required. We will use a tiered approach to support with some support being for whole groups, some support for specific groups and some support for individuals. Other students will not be experiencing any challenges and will be keen and ready to return to school. • Formative assessment and diagnosis of gaps by staff as students are being taught (no additional baseline testing to be used) and adaptations to the curriculum • Additional support, tutoring and catch-up put in place for students who demonstrate significantly greater loss of learning than peers • Following Government advice on EHCP students https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people. Those with an EHC plan should be **risk-assessed** - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance Share risk assessment with staff working with student with EHCP	Y Y Y Y Y Y Y	9 (3 x 3)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
				• Clear communication to parents on returning to school and how this will be managed.	Y	
				• Additional pastoral support provided. It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those students 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.	Y	
				• Regular updates to parents on safety measures in place	Y	

				• Further loss of learning due to absence will be mitigated for by DfE returning to previous attendance expectations: In March when the coronavirus (COVID-19) outbreak was increasing, DfE made clear no parent would be penalised or sanctioned for their child's non-attendance at school. Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. Missing out on more time in the classroom risks students falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:
				   o parents' duty to secure that their child attends regularly at school where the child is a registered student at school and they are of compulsory school age;
				   o schools' responsibilities to record attendance and follow up absence
				   o the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct
					Y	

				• Mitigation for loss of learning for students who are shielding or self-isolating. DfE states: "We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating

				high. Therefore, the majority of students will be able to return to school. A small number of students will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of students who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.
				
				   o if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
				   o some students no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment).
				   o Identify students unable to attend in line with public health guidance and advice and provide online learning. Where a student is unable to attend school because they are complying with clinical and/or public health advice, DfE expects us to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.		

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Lack of daily routines increase the risk of transmission of the virus	Students Staff Visitors Drivers Cleaners

Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions

Anyone else who physically comes in contact with someone in relation to school | Routines result in large numbers of staff and students mixing and potentially spreading the virus.

Excessive staff workload in terms of re-modelling the routines and practices of the school.

Staff stress and anxiety; poor levels of wellbeing.

Dissatisfaction.

Inability to teach effectively.

Staff absence.

Not scalable. | 12 | Revise and establish new routines through Behaviour for Learning framework:
• Our Behaviour for Learning Policy and Covid-19 addendum will be updated with revised rules/policies, and will be communicated clearly and consistently to staff, students and parents, setting clear, reasonable and proportionate expectations of student behaviour. This will include rewards and sanctions – especially for expectations related to movement within school and new hygiene rules.
• Each room will be supplied with a hygiene kit (hand-sanitiser, anti-bacterial wipes, disinfectant spray, protective gloves, tissues), stationery for students and a pedal bin.
• Government Guidelines if students become ill at school will be followed.
• Staff (teachers, TA's MDDS) must inform Cover Supervisor before 7.00 am if they are going to be absent for COVID or NON COVID reason.
• Staff in school will be expected to adhere to strict social distancing rules.
• Safeguarding team will coordinate safeguarding, pastoral work and transition arrangements. | Y

Y

Y
Y

Y

Y | 6 (2 x 3) |

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RISK RATING

Likelihood (L) x Severity (S) = Risk Value (RV) = Risk Rating (RR) = Action Priority (AP)

Likelihood	
1	Unlikely to happen at all
2	Could happen but rarely
3	Likely to happen
4	Highly likely to happen
5	Almost certainly happen

Severity	
1	Minor Injury e.g. bruise, graze /No impact
2	Requiring medical attention / Low impact
3	Temporary disability / Partial school closure / Medium impact
4	Serious injury / long term illness / School closure / Significant impact
5	Death or permanent disability/School closed permanently/Dangerous

Risk Value	**Risk Rating**	**Action Priority**
16 - 25	Very High	Stop activity until risk is controlled
10 - 15	High	Take action straight away to control risk
6 - 9	Medium	Identify improvements to controls & a plan to implement them
3 - 5	Low	Low priority but consider possible action
1 - 2	Very Low	Further action may not be reasonably practicable

RISK ASSESSMENT REVIEW:

Where changes are identified at review the original risk assessment should be updated and saved as a new version (a copy of the original risk assessment should be retained). If no changes are required, this should be noted below.

Date of Review:	Assessor's Name:	Assessor's Signature:	Outcome of review: (Risk assessment reviewed & re-issued / No changes identified)	Senior Manager's Name:	Senior Manager's Signature:	Date signed:	Next Review Due:
04-06-20	MGSimpson	*MGS*	Changes identified	MGSimpson	*MGS*	04-06-00	
06-07-20	MGSimpson	*MGS*	Changes identified – all changes highlighted by the use of a different font: Bahnschrift SemiBold	MGSimpson	*MGS*	06-07-20	
05-08-20	MGSimpson	*MGS*	Changes made – additional changes highlighted by the use of a different font: Bahnschrift SemiBold	MGSimpson	*MGS*	05-08-20	

Nb. Following the Guidance from DfE issued on 02-07-2020, the following section was removed:

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Adaptations to staff-student ratios and associated risks are prohibitive and dangerous	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate first aid provision Inadequate support for students and staff	20	DfE guidance re: social distancing: Children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to schools, DfE suggest that we work through the following hierarchy of measures: • avoiding contact with anyone with symptoms • frequent hand cleaning and good respiratory hygiene practices • regular cleaning of settings • minimising contact and mixing Follow social distancing measures as in wider society and as recommended by unions (2-metres distance) DfE advice: Contact between people should be reduced as much as possible. The transmission risk can be reduced by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups. Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk. Classes should normally be split in half, with no more than 15 students per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15.	All measures can be implemented with small groups – however, when scaling up to half a year group, a year group, Years 5&6…the measures do not reduce the risk. Y Y Y Implemented from 1st June in line with guidance.	9 in small groups (3 x 3) 20 with larger numbers (4 x 5)

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DfE commentary/guidance relevant to the removal of this section:

"When we made the decision to ask schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19), to protect the NHS and save lives. As the situation improved, we began to consider how we could bring more children and young people back into schools, and supported primary schools to do so from 1 June, focusing on some year groups being educated in small 'bubbles', and secondary schools from 15 June, with year 10 and 12 spending some time in school in small groups, with public health risk reduction measures in place. Since 15 June, primary schools have also had flexibility to bring back other students where they have space to do so.

Now, the circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased, our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all students can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's students will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID-19) related deaths linked to occupations suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)"