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## **Risk Assessment Template\* – Special Schools and Colleges Remaining Open During the Coronavirus (COVID-19) Pandemic**

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| School Name: |  |
| Site Details: |  |
| Risk Assessor’s Name: |  |
| Risk Assessment Date: |  |

**\*Please note that this is a model risk assessment and the list of hazards and control measures in this template are not exhaustive and are for guidance only, and should be used as a base for your own risk assessment.**

**Remember that the Hettle Andrews ONE team are here to support you and can be contacted for advice Monday – Friday 9am til 5pm. Please call 0121 423 6213, email us at** [**ONE@hettleandrews.co.uk**](mailto:ONE@hettleandrews.co.uk)**, or start a LiveChat in our online** [**client hub**](https://hettleandrews.co.uk/client-hub-login/)**.**

**Assessment**

| **Description of Hazard** | **Who could be harmed and how?** | **Existing Control Measures** | **Additional Action Required? (Yes / No)** | **Action Ref. No.** |
| --- | --- | --- | --- | --- |
| **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).** | *Clinically vulnerable and clinically extremely vulnerable staff.*  *Severe illness or death as a result of contracting COVID-19 whilst at work.* | *Considerations*  *You’ll need to take steps to identify those 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* [*clinically vulnerable*](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing) *or* [*clinically extremely vulnerable*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)*.*  *The latest government guidance document* [*Coronavirus (COVID-19): implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) *states:*   * *Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work;* * *Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the* [*Staying alert and safe (social distancing) guidance*](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing) *have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk;* * *If a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting; and* * *If a member of staff member lives in a household with someone who is clinically extremely vulnerable, as set out in the* [*COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)*, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.*   *Potential control measures may include:*   * *Review personnel records to identify any staff that may be classed as clinically vulnerable or clinically extremely vulnerable.* * *Issue formal communication to staff to request that they urgently contact [name of designated contact] if they have 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. N.B. You may wish to use our* [*Returning to Work Questionnaire*](https://hettleandrews.co.uk/wp-content/uploads/2020/05/Template-Returning-to-Work-Questionnaire.docx)*, which can be adapted to suit the needs of your school/ college.* * *Those staff identified as being clinically extremely vulnerable to be advised formally that they must not attend work. Where possible, Line Managers to assign work that can be completed whilst they are home (e.g. supporting remote education, carrying out lesson planning or other roles which can be done from home).* * *For staff identified as clinically vulnerable (but not clinically extremely vulnerable), Line Managers to seek alternative working arrangements to enable them to work from home wherever possible. If this is not possible, then an individual risk assessment will be carried out and recorded to agree on a suitable role, and suitable control measures to reduce the risk to an acceptable level. N.B. It is recommended that risk assessments are signed and dated by both the assessor and person being assessed, and are regularly reviewed and updated in line with any changes. The risk assessment may determine that it is not possible for the individual to return to the site at this time due to an unacceptable level of risk.* * *For staff who are unable to work from home and who have been identified as living in a household with someone who is clinically extremely vulnerable (but are not clinically vulnerable or clinically extremely vulnerable themselves), a risk assessment will be carried out and recorded to determine whether stringent social distancing can be adhered to whilst at work. N.B. It is recommended that risk assessments are signed and dated by both the assessor and person being assessed, and are regularly reviewed and updated in line with any changes. The risk assessment may determine that it is not possible for the individual to return to the site at this time due to an unacceptable level of risk.* |  |  |
| **Pupils/ 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).** | *Clinically vulnerable and clinically extremely vulnerable pupils students.*  *Severe illness or death as a result of contracting COVID-19 whilst at school/ college.* | *Considerations*  *You’ll need to take steps to identify those pupils/ sudents that have underlying health conditions that may put them at either increased or very high risk of severe illness from COVID-19, i.e. those that are* [*clinically vulnerable*](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing) *or* [*clinically extremely vulnerable*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version)*.*  *The latest government guidance document* [*Coronavirus (COVID-19): implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) *states:*   * *Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible;* * *Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents/ carers should follow medical advice if their child is in this category;* * *If a child or young person lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting; and* * *If a child or young person lives in a household with someone who is extremely clinically vulnerable, as set out in the* [*COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)*, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.*   *In addition, the latest government guidance document* [*Supporting children and young people with SEND as schools and colleges prepare for wider opening*](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance) *states that:*  *“Throughout the coronavirus (COVID-19) outbreak, educational settings have been asked to ensure that vulnerable children and young people can attend where appropriate, including those children and young people who have an EHC plan, and for whom it is determined, following a risk assessment, that their needs can be as safely or more safely met in the educational environment. As settings prepare for wider opening, they should continue to offer places to vulnerable children and young people and should look to bring back more children and young people with EHC plans in these target year groups. Their return should be informed by their risk assessments, to help educational settings and local authorities ensure that the right support is in place for them to come back.*  *From 1 June we will be asking special schools and hospital schools to work towards a phased return of more children and young people, without a focus on specific year groups and informed by risk assessments. From 15 June, we will be asking specialist post-16 institutions to work towards a phased return of young people, without a focus on specific year groups or proportion of learners and informed by risk assessments.*  *For children and young people for whom a risk assessment continues to be recommended, up to and/or after 1 June, their risk assessment will need to balance a number of different risks, including:*   * *the potential health risks to the individual from coronavirus, bearing in mind any underlying health conditions/ clinical vulnerability. For further information, refer to the* [*guidance on shielding and protecting people who are clinically extremely vulnerable from coronavirus*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) * *the risk to the individual if some or all elements of their EHC plan temporarily cannot be delivered in the normal manner or in the usual setting, and the opportunities to meet needs in a different way temporarily, for example, in the home or online or in a different way at school* * *the ability of the individual’s parents or carers or home to ensure that their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family’s access to respite care. (This may be particularly important to consider, from 1 June, for those children and young people who are not in the year groups prioritised for a return to education settings.)* * *any risk to siblings or family members if the child or young person’s condition prevents or inhibits self-regulation and if their behaviours cannot be supported or managed by parents or carers at home* * *the potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered* * *any safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children (see the vulnerable children and young people guidance for further information on school attendance for children with a social worker)* * *any other out-of-school/college risk or vulnerability, for example, a child or young person becoming involved in dangerous behaviour or situations (including the risk of exploitation)* * *If a risk assessment determines that a child or young person’s needs continue to be more safely met at home, local authorities, educational settings and parents should consider whether moving either equipment or services into a child or young person’s home would enable them to be supported there. This may be a more feasible solution for day settings than residential settings, and may include:* * *physiotherapy equipment* * *sensory equipment* * *online sessions with different types of therapists* * *phone support for parents in delivering interventions* * *in-person services, where necessary*   *Potential control measures may include:*   * *Review pupil/ student health records to identify any pupils/ students that may be classed as clinically vulnerable or clinically extremely vulnerable.* * *Issue formal communication to parents/ carers to request that they urgently contact [name of designated contact] if their child 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.* * *Parents/ carers of those pupils identified as being clinically extremely vulnerable to be advised formally that their child must not attend school/ college. We will ensure that these pupils/ students continue to be supported at home as much as possible (e.g. through provision of remote learning etc.).* * *For pupils/ students identified as clinically vulnerable (but not clinically extremely vulnerable), parents/ carers to provide details of any medical advice and an individual risk assessment to be carried out and recorded in line with the government’s* [*SEND guidance*](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance) *to determine whether the pupil/ student should return to the school/ college, or whether their needs continue to be more safely met at home N.B. It is recommended that risk assessments are signed and dated by both the assessor and parents/ carers, and are regularly reviewed and updated in line with any changes.* * *For pupils/ students who have been identified as living in a household with someone who is clinically extremely vulnerable (but are not clinically vulnerable or clinically extremely vulnerable themselves), a risk assessment will be carried out and recorded to determine whether stringent social distancing can be adhered to whilst at school. N.B. It is recommended that risk assessments are signed and dated by both the assessor and person being assessed, and are regularly reviewed and updated in line with any changes. The risk assessment may determine that it is not possible for the individual to return to the site at this time due to an unacceptable level of risk.* |  |  |
| **Lack of staff available to operate safe staff:pupil/ student ratios and/or operate site.**  **Staff may not be able to work on site due to having an underlying health condition that results in them being clinically extremely vulnerable, or clinically vulnerable; or as a result of either themselves or a member of their household developing symptoms of COVID-19.** | *All.*  *Various potential injuries as a result of lack of supervision, and/or lack of site staff.* | *Considerations*  *You’ll need to think about key staff required for the day-to-day operation of your site, for example:*   * *Senior management;* * *Estates/ facilities/ maintenance staff to complete opening and closing of the site, routine monitoring (such as weekly fire alarm checks, temperature checks and flushing for prevention of legionella etc.), and deal with any urgent maintenance issues;* * *Catering staff to provide food for staff and pupils/ students;* * *Cleaning/ housekeeping staff to maintain high levels of cleanliness;* * *Residential staff (for residential settings);* * *First aid, medical, and care staff (please refer to the section of this risk assessment entitled ‘lack of adequate trained first aid/ medical/ administration of medication/ care personnel’);* * *Staff trained to assist in emergency evacuations (please refer to the section of this risk assessment entitled ‘lack of adequate trained fire personnel’); and* * *Teaching staff.*   *Then for each of these key groups you’ll need to try and identify the minimum service requirements to keep the site functioning safely and make contingency plans where possible should staffing levels fall below what is required (e.g. for a day school/ college, staff and pupils/ students could be asked to bring in a packed lunch should the catering staff levels fall below minimum requirements, estates/ facilities/ maintenance staff could train others in opening and closing procedures incase they are not able to attend site etc.).*  *It would also be useful to identify the key staffing scenarios that may trigger closure or partial closure of the school/ college (N.B. this may already be covered in your general business continuity plans).*  *There is some useful government guidance to assist you available in* [*Planning guide for primary schools*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools),[*,*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools) *and* [*Guidance for further education and skills providers.*](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/maintaining-education-and-skills-training-provision-further-education-providers)  *Potential control measures may include:*   * *Complete review of key staff and agree on minimum service requirements.* * *Develop contingency plans where appropriate.* * *Identify key staffing scenarios that may trigger closure or partial closure of the school/ college and take steps to mitigate these where possible.* |  |  |
| **Suspected/ confirmed case of COVID-19 on site.**  **Staff, pupils/ students, contractors, and/or visitors may display symptoms of COVID-19 whilst on site and may subsequently test positive for COVID-19.** | *All.*  *Potential spread of COVID-19 to other staff, pupils/ students and others on site.* | *Considerations*  *If a member of staff, visitor (including parents/ carers) or contractor becomes unwell with a new, continuous cough, high temperature, or a loss of, or change in, their normal sense of taste or smell (anosmia) whilst on site they must be sent home and advised to follow the* [*stay at home guidance*](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)*. 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.*  *If a member of staff is diagnosed as having COVID-19 and there is reasonable evidence that it was caused by exposure at work, this must be reported to the enforcing authority under RIDDOR 2013 as an exposure to a biological agent using the* [*case of disease report form*](https://notifications.hse.gov.uk/riddorforms/Disease)*. Further information is available from the* [*Health & Safety Executive (HSE).*](https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm)  *If a member of staff dies as a result of exposure to COVID-19 from their work and this is confirmed as the likely cause of death by a registered medical practitioner, then this must be reported to the HSE under RIDDOR 2013 as a death due to exposure to a biological agent using the* [*case of disease report form*](https://notifications.hse.gov.uk/riddorforms/Disease)*. Workplace fatalities must be reported to the HSE by the quickest practicable means without delay, and a report of that fatality must be sent within 10 days of the incident. Further information is available from the* [*Health & Safety Executive (HSE).*](https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm)  *If a pupil becomes unwell with a new, continuous cough, a high temperature, or a loss of, or change in, their normal sense of taste or smell (anosmia) whilst on site whilst on site, they must be sent home with their parent/ carer (unless in a residential setting, please refer to the section of this risk assessment entitled ‘Suspected/ confirmed case of COVID-19 on site – residential staff/ pupil/ student’ for further information) and advised to follow the* [*stay at home guidance*](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)*. 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.*  *If an unintended incident at work has led to someone’s possible or actual exposure to COVID-19. This must be reported to the enforcing authority under RIDDOR 2013 as a* [*dangerous occurrence*](https://notifications.hse.gov.uk/riddorforms/DangerousOccurrence)*. Further information is available from the* [*HSE.*](https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm)  *If a member of staff, pupil/ student, visitor, or contractor displaying symptoms is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. Schools/ colleges should be mindful of individual pupils’/ students’ needs – for example it would not be appropriate for younger children or those pupils/ students with special needs to be alone without adult supervision. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Suitable Personal Protective Equipment (PPE) should be worn by staff caring for the individual whilst they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). Information on the PPE required is provided in* [*Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE).*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) *If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. If they need clinical advice, they (or their teacher, parent or carer) should go online to NHS 111 (or call 111 if they don’t have internet access). In an emergency, call 999 if they are seriously ill or injured or their life is at risk.*  *Consider that parents/ carers/ family members attending site to collect a pupil/ student/ member of staff/ contractor displaying symptoms may also have the virus themselves, and so should not be permitted to access any other areas of the school/ college.*  *If a member of staff has helped someone who was unwell with a new, continuous cough, high temperature, or a loss of, or change in, their normal sense of taste or smell (anosmia); they do not need to go home unless they develop symptoms themselves or the individual subsequently tests positive (see ‘*[*What happens if there is a confirmed case of coronavirus in a setting’*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)*). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.*  *Where a pupil/ student or member of staff tests positive for COVID-19, the rest of their class or group within the school/ college should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the pupil or staff member they live with in that group subsequently develops symptoms. You’ll need to consider your means of communication to staff, pupils and parents/ carers following a confirmed case at the school/ college, and agree on who will be responsible for coordinating this.*  *Staff, contractors and pupils/ students should be made aware that they must inform a member of school/ college staff prior to leaving the site (i.e. they should not just leave the site without informing that school/ college that they have developed symptoms of COVID-19).*  *Potential control measures may include:*   * *Regularly brief staff and pupils/ students on the symptoms of COVID-19.* * *Display* [*posters*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886276/COVID19_guidance_education_poster.pdf) *informing of symptoms in prominent locations (considering formats appropriate for your pupils/ students).* * *Inform pupils/ students, parents/ carers, visitors, such as suppliers, and contractors not to visit the school/ college if they are displaying any symptoms of COVID-19 and to follow the* [*stay at home guidance*](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)*.* * *Develop a written procedure outlining the steps to be followed should a member of staff, pupil/ student, visitor or contractor display symptoms whilst on site (including procedures for isolation, provision of first aid treatment/ assistance, and recording, tracking and tracing) and ensure that this is communicated to all staff.* * *Consider means of communication to staff, pupils/ students and parents/ carers following a confirmed case at the school/ college, and agree on who will be responsible for coordinating this.* * *Ensure that staff, pupils/ students, contractors and other persons coming onto site are briefed on the procedures to follow should they become ill with symptoms of COVID-19 whilst on site and that this is refreshed periodically in line with any changes to the government guidance and/or the school’s own procedures.* * *For suspected cases,* [*https://111.nhs.uk/covid-19*](https://111.nhs.uk/covid-19) *to be used for identifying symptoms.* * *Identify suitable isolation rooms/ areas for any suspected cases and ensure that suitable signage is in place.* * *Review movements of suspected case(s) and ensure that suitable cleaning is undertaken in line with the guidance in* [*COVID-19: cleaning in non-healthcare settings.*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings) * *Ensure that cases of COVID-19 are reported to the enforcing authority where required under RIDDOR 2013 (as outlined by the HSE* [*here*](https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm)*).* * *Public Health advice to be followed in relation to any suspected/ confirmed cases.* |  |  |
| **Suspected/ confirmed case of COVID-19 on site – residential staff/ pupil/ student.**  **A member of residential staff or residential pupil./ student may display symptoms of COVID-19 whilst on site.** | *All.*  *Potential spread of COVID-19 to other staff, pupils/ students and others on site.* | *Considerations*  *Special schools and colleges are usually considered ‘households’ for the purposes of the* [*household self-isolation policy*](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)*. Meaning, the setting should self-isolate if a resident displays symptoms.*  *The government has produced the following guidance documents:*   * [*Coronavirus (COVID-19): guidance on isolation for residential educational settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings)*; and* * [*Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)   *You’ll need to review these and consider how they apply to your setting and residential staff arrangements.*  *Potential control measures may include:*   * *Regularly brief residential staff and pupils/ students on the symptoms of COVID-19.* * *Display* [*posters*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886276/COVID19_guidance_education_poster.pdf) *informing of symptoms in prominent locations within residential areas (considering formats appropriate for your pupils/ students).* * *Review your residential accommodation to determine what would be considered ‘households’ for the purposes of the self-isolation policy. (N.B. this will depend on the physical layout of the residential educational setting, considering who shares a kitchen/ bathroom, dormitories, and staffing arrangements. You can seek advice from* [*PHE’s local health protection teams if needed.*](https://www.gov.uk/health-protection-team) * *Develop a written procedure outlining the steps to be followed should a member of residential staff or resident pupil/ student display symptoms whilst on site in line with the government guidance documents* [*Coronavirus (COVID-19): guidance on isolation for residential educational settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings) *and* [*Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)*.* * *Ensure that residential staff and resident pupils/ students are briefed on the procedures to follow should they become ill with symptoms of COVID-19 whilst on site and that this is refreshed periodically in line with any changes to the guidance and/ or your procedures.* * *For suspected cases, use* [*https://111.nhs.uk/covid-19*](https://111.nhs.uk/covid-19) *for identifying symptoms.* * *Review movements of suspected case(s) and ensure that suitable cleaning is undertaken in line with the government guidance.* * *Public Health to be followed in relation to any suspected/confirmed cases.* |  |  |
| **Failure to implement suitable social distancing measures – classrooms and other teaching spaces** | *All*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *You will need to review the following government guidance documents:*   * [*Coronavirus (COVID-19): implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)*;* * [*Planning guide for primary schools*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools)*;* * [*Guidance for secondary school provision from 15 June 2020*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools)*; and* * [*Guidance for further education and skills providers*](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/maintaining-education-and-skills-training-provision-further-education-providers)   *and decide how the social distancing principles can best be applied for your classrooms and other teaching spaces. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on room plans that can be distributed to staff and parents/ carers.*  *You’ll need to consider the ability of your pupils/ students to maintain appropriate social distancing as part of their individual risk assessments, and implement measures to assist where necessary (e.g. supervision, floor markings etc., or where it is unlikely that pupils/ students will be able to maintain suitable social distancing; ensuring that groups are kept as small as possible and that they are kept away from other people and groups, with a consistent staff allocation, and ensuring that desks and other workstation are spaced at least 2m apart).*  *For residential settings,* *it would be beneficial to create separate ‘bubbles’ for the day and residential pupils/ students. This will significantly reduce the risk as not only will it limit the total number of persons that pupils/ students come into contact with, but also the day pupils/ students will have more exposure as a result of travelling to/ from the school/ college and interaction with their own family members etc. (which clearly the school/ college has no control over); and so this will ensure that the residential pupils/ students are kept within a protective bubble.*  *Potential control measures may include:*   * *Agree cohorting of staff and pupils/ students based on the general principles that they should only mix in a small, consistent group and that small group stays away from other people and groups.* * *Create separate ‘bubbles’ for the day and residential pupils/ students where possible.* * *Ensure that pupils/ students are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.* * *Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, (recognising for secondary and college settings there will be some subject specialist rotation of staff).* * *Ensure that wherever possible, pupils/ students use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.* * *Decide which activities will be delivered, how and when (e.g. will you be delivering a full or part-time timetable, will you be delivering practical teaching activities such as science, design technology etc.?).* * *Consider which activities could be delivered outdoors (subject to weather conditions).* * *Allocate teaching and support staff and refresh the timetable in light of the above.* * *Desks/ workstations to be spaced as far apart as possible- ideally 2m as a minimum (N.B. you may wish to place markings on desks to indicate those that can/ can’t be used, remove chairs from desks that are not to be used etc. You may wish to mark up your agreed measures on room plans).* * *Where possible, seat pupils/ students at the same desk each day if they attend on consecutive days.* * *Consider the ability of your pupils/ students to maintain appropriate social distancing as part of their individual risk assessments, and implement measures to assist where necessary (e.g. supervision, floor markings etc., or where it is unlikely that pupils/ students will be able to maintain suitable social distancing; ensuring that groups are kept as small as possible and that they are kept away from other people and groups, with a consistent staff allocation, and ensuring that desks and other workstation are spaced at least 2m apart).* * *Ensure that staff, pupils/ students, and parents/ carers are briefed on the new timetable and social distancing procedures.* |  |  |
| **Failure to implement suitable social distancing measures – common areas such as access paths, corridors, dining areas, playgrounds, toilets etc.** | *All*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *You will need to review the government guidance document* [*Coronavirus (COVID-19): implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) *and decide how the social distancing principles can best be applied for your common areas such as corridors, dining areas, playgrounds etc. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on site/ building plans that can be distributed to staff and parents/ carers.*  *Potential control measures may include:*   * *Consider measures to keep groups apart whilst in common areas such as implementing one-way systems with signage for external access paths, corridors and staircases, use of floor markings in halls, dining areas and playgrounds, limiting the number of persons that can access the toilets at any one time, taping off toilets/ sinks to aid social distancing measures etc.* * *Use the timetable and selection of classroom or other learning environment to reduce movement around the school/ college or building.* *Brief transitory contact, such as passing in a corridor is advised by the government, as a low risk.* * *Arrange for assemblies to take place with individual groups in their allocated classroom spaces or virtually, rather than bringing children from different classes together into one hall or large space.* * *Stagger breaks to ensure that any corridors or circulation routes used have a limited number of pupils/ students using them at any time.* * *Staff and pupils/ students to access rooms directly from the outside where possible and safe to do so (consider safety of external routes).* * *Stagger lunches so that all staff and pupils/ students are not moving around the school/ college at the same time. Groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, pupils/ students should be brought their lunch in their classrooms.* * *Stagger drop-off and collection times.* * *Plan parents’/ carers’ drop-off and pick-up protocols that minimise adult to adult contact (e.g. staggered drop-off and pick up, allocate different drop-off/ pick up locations to different pupil/ student groups, only one parent/ carer to attend etc.).* * *Outdoor play equipment not to be used unless it can be appropriately cleaned between groups of pupils/ students using it. Outdoor equipment must not be used simultaneously by multiple groups.* * *Outside space to be used for breaks and exercise where possible.* * *Halls, dining areas and internal and external sports facilities for assemblies, dining and exercise to be operated at half capacity.* *If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place.* |  |  |
| **Failure to implement suitable social distancing measures – residential areas.** | *All*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *You will need to review the government guidance document* [*Coronavirus (COVID-19): implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) *and decide how the social distancing principles can best be applied for your residential accommodation. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on site/ building plans that can be distributed to staff and parents/ carers.*  *It would be beneficial to create separate ‘bubbles’ for the day and residential pupils/ students. This will significantly reduce the risk as not only will it limit the total number of persons that pupils/ students come into contact with, but also the day pupils/ students will have more exposure as a result of travelling to/ from the school/ college and interaction with their own family members etc. (which clearly the school/ college has no control over); and so this will ensure that the residential pupils/ students are kept within a protective bubble.*  *The guidance document* [*Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) *states that:*  *“Residential settings in which no one is showing symptoms should respond to coronavirus like any other domestic household. However, it is important that soft toys are not shared between children.*  *Where a child in a residential setting develops symptoms of coronavirus:*   * *Staff can continue to enter and leave the home as required, consistent staff rotas should be used where possible and staff should follow good infection prevention control* * *The* [*isolation guidance for residential settings*](Where%20a%20child%20in%20a%20residential%20setting%20develops%20symptoms%20of%20coronavirus:) *should be followed* * *Staff should wear PPE for activities requiring close contact* * *Staff should adhere to social distancing guidelines as far as they are able to, but should take account of children’s emotional needs.”*   *Potential control measures may include:*   * *Consider the size, layout of residential accommodation, availability of residential staff, and social distancing measures required to determine the maximum number of pupils/ students and residential staff that can be safely accommodated in residences.* * *Consider how ‘households’ will be identified for the purposes of the* [*household self-isolation policy*](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) *following a confirmed/ suspected case (please refer to the ‘suspected/ confirmed case of COVID-19 on site – residential staff/ pupil/ student’ section of this template risk assessment for further information).* * *Create separate ‘bubbles’ for the day and residential pupils/ students where possible.* |  |  |
| **Failure to implement suitable social distancing measures – staff offices, meetings rooms and staff rooms/ rest areas** | *All*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *You will need to review the government guidance document* [*Coronavirus (COVID-19): implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) *and* [*Working safely during COVID-19 in offices and contact centres*](https://assets.publishing.service.gov.uk/media/5eb97e7686650c278d4496ea/working-safely-during-covid-19-offices-contact-centres-110520.pdf) *and decide how the social distancing principles can best be applied for your staff offices, meeting rooms and staff rooms/ rest rooms. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on building/ room plans that can be distributed to staff.*  *Potential control measures may include:*   * *Staff that can work from home will continue to work from home to limit the number of staff on site.* * *Consider cohorting staff on site and allocating offices, staff rooms/ rest areas and toilets according to cohorts.* * *Stagger the use of offices, staff rooms, rest areas and toilets to limit occupancy.* * *Review office layouts and processes to allow staff to work further apart from each other. Use floor tape or paint to mark areas to help staff keep to a 2m distance. Only where it is not possible to move workstations further apart, arranging people to work side by side or facing away from each other rather than face-to-face. Only where it is not possible to move workstations further apart, using screens to separate people from each other.* * *Consider the installation of plexiglass barriers for areas where staff may be required to closely interact with multiple persons (e.g. reception).* * *Hold staff meetings virtually where possible. Where this is not possible, meetings to be held outdoors. Where this is not possible, meetings to be held in a large, well ventilated room with suitable social distancing measures in place (i.e. delegates spaced >2m apart). Number of delegates to be kept to a minimum, and meeting to be kept as short as possible. (N.B. For areas where regular meetings take place such as meeting rooms, use floor signage and/ or other signage to help people maintain social distancing).* |  |  |
| **Failure to implement suitable social distancing measures – contractors and visitors** | *All*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Please refer to the sections of this template risk assessment on ‘ Non-essential contractors/ visitors attending site’ and ‘Essential contractors/ visitors attending site’ for further information.* |  |  |
| **Offsite trips/ educational visits.** | *All.*  *Travelling against FCO/ government advice.* | *Considerations*  *The government guidance document* [*Coronavirus: travel guidance for educational settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings) *states that:*   * *The government advises against any overseas trips for children under 18 organised by educational settings;* * *The Foreign and Commonwealth Office (FCO) is advising British nationals against all non-essential international travel for an indefinite period. The latest guidance on social distancing also recommends avoiding all non-essential domestic trips and use of public transport, where possible; and* * *The Department for Education is currently advising against domestic trips (residential and non-residential) for children under 18 organised by educational settings.*   *Therefore schools/ colleges will not be organising any offsite trips/ educational visits to take place at this time. However, as we move through this pandemic, government guidance is likely to change.*  *You’ll need to keep up to date on the latest government guidance and plan any offsite trips/ educational visits accordingly.*  *Potential control measures may include:*   * *Formally advise staff that they must not plan any offsite trips/ educational visits until further notice.* * *For any offsite trips/ educational visits that are planned for the remainder of the academic year:* * *Establish which of these offsite trips/ educational visits have already been committed to financially and the amount of money paid to date;* * *For overseas trips, review cancellation terms in the school’s/ college’s travel insurance policy;* * *Request confirmation of contractual arrangements in case of postponement, curtailment and cancellation; and* * *Keep parents/ carers up to date on cancelled/postponed offsite trips/educational visits, including any financial implications.* |  |  |
| **Staff and pupils/ students contracting the virus through direct/ indirect transmission when travelling to/ from the school/ college site using their own means.** | *All*  *Staff and pupils/ students may be at risk of contracting the virus whilst travelling to/ from the school/ college, especially if using public transport.* | *Considerations:*  *Staff and pupils/ students may be at risk of contracting the virus whilst travelling to/ from the site, particularly if they need to use public transport.*  *Your responsibility for ensuring that staff can commute into work safely, and pupils/ students can travel to/ from the school/ college safely is limited as there are many factors that are outside of your control; however, it is recommended that you promote safe travel and make reasonable adjustments to facilitate this wherever possible.*  *Potential control measures may include:*   * *Ask staff who cannot commute to and from work without using public transport to continue working from home if possible.* * *If staff or pupils/ students must use public transport, adjust their hours of work/ learning to allow them to travel outside of peak times.* * *Ensure staff, pupils/ students and parents/ carers are aware of recommendations on transport to and from the school/ college (including avoiding peak times) as outlined in* [*Coronavirus (COVID-19): safer travel guidance for passengers*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)*.* * *Encourage staff, pupils/ students and parents/ carers to walk or cycle to the school/ collegel if possible and provide additional bike racks and storage for bags/ clothes to facilitate this.* * *Provide additional parking facilities where possible to enable more staff to drive into work.* * *Provide hand washing facilities or alcohol hand rub at entry points and instruct staff, pupils/ students, contractors and visitors to thoroughly clean their hands when they enter the building.* |  |  |
| **Staff and pupils/ students contracting the virus through direct/ indirect transmission when travelling to/ from the school/ college site on transport services operated by the school/ college.** | *All.*  *Staff and pupils/ students may be at risk of contracting the virus on transport services operated by the school/ college (e.g. minibuses, coaches etc.).* | *Considerations*  *If you provide transport for pupils/ students to and from the school/ college, you will need to consider the risk of direct and indirect transmission and implement suitable control measures to minimise the risk.*  *You should review the government guidance documents* [*Coronavirus (COVID-19): safer travel guidance for passengers*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers), [*Coronavirus (COVID-19): safer transport guidance for operators*](https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators)*, and* [*Working safely during COVID-19 in or from a vehicle*](https://assets.publishing.service.gov.uk/media/5eb96cd6d3bf7f5d3a907e58/working-safely-during-covid-19-vehicles-240520.pdf) *and ensure that your transport risk assessments are updated to consider the risks posed by COVID-19 (or that a separate one is completed).*  *If transport is operated by a third party provider*, *you should liaise with them to ensure that you are satisfied with the risk assessment and procedures that they have in place.*  *Potential control measures may include:*   * *Cohort staff and groups of pupils/ students on transport as far as possible in line with class cohorts.* * *Rearrange, limit or remove seating on vehicles to try and ensure that social distancing is observed and that it can be cleaned regularly using a rota or some other tracker. This may include:* * *Blocking/ cordoning off seats that are in close proximity to a driver or other workers and passengers.* * *Eliminating face-to-face seating.* * *Maximising separation between passengers.* * *Introduce more one-way flow through vehicles where possible.* * *Substitute smaller vehicles with larger ones, or run 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers.* * *Ensure that transport arrangements cater for any changes to start and finish times.* * *Make sure transport staff/ providersdo not work if they or a member of their household are displaying any symptoms of COVID-19.* * *Increase ventilation in vehicles where possible (e.g. by opening a window where safe to do so).* * *Make sure transport staff/ providers, as far as possible, follow hygiene rules and try to keep distance from their passengers.* * *Ensure staff, pupils/ students and parents/ carers are aware of recommendations on transport to and from the school/ college as outlined in* [*Coronavirus (COVID-19): safer travel guidance for passengers*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)*.* * *Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting pupils/ students with complex needs who need support to access the vehicle or fasten seatbelts.* * *Communicate revised travel plans clearly to transport staff/ providers, pupils/ students, and parents/ carers where appropriate (for instance, to agree routes, pick-up and drop-off times, social distancing/ hygiene measures etc.).* |  |  |
| **Staff, pupils/ students, contractors and visitors not implementing suitable hygiene practices to limit the risk of direct and indirect transmission.** | *All.*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *Good hand and respiratory hygiene is imperative in the fight to minimise the spread of the virus, and so you’ll need to ensure that adequate handwashing facilities are available and that staff and pupils/ students are regularly briefed on good hand and respiratory hygiene practices. Posters and lesson plans on general hand hygiene can be found on the* [*eBug*](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) *and* [*Public Health England*](https://campaignresources.phe.gov.uk/schools) *website.*  *You’ll need to ensure that suitable handwashing facilities and procedures are in place to enable contractors and visitors to practice good hand and respiratory hygiene whilst on your site.*  *You’ll need to consider the ability of your pupils/ students to maintain good levels of hand and respiratory hygiene as part of their individual risk assessments, and implement measures to assist where necessary (e.g. staff providing supervision/ assistance, developing handwashing schedules etc.).*  *Potential control measures may include:*   * *Ensure that staff, pupils/ students, contractors and visitors have access to suitable hand washing facilities (i.e. either hot running water and hand soap or alcohol hand rub/ sanitiser). Review handwashing facilities available and where a sink is not nearby, provide alcohol hand rub/ sanitiser in classrooms and other learning environments (considering whether this is appropriate for your pupils/ students), as well as reception areas, staff rooms and meeting rooms, and other prominent locations.* * *Implement procedures to ensure that handwashing facilities are checked and cleaned regularly, and that supplies of hand soap, alcohol hand rub/ sanitiser, paper towels and tissues are checked and topped up where necessary.* * *Review stocks of hand soap, alcohol hand rub/ sanitiser, paper towels and tissues; and purchase additional stocks if required.* * *Provide tissues in classrooms and other key areas to support the ‘catch it, bin, it, kill it’ approach and ensure that these are topped up regularly.* * *Brief staff, pupils/ students, contractors and visitors on the need to wash their hands regularly (and upon arrival at the school/ college, after using the toilet or changing a nappy, before eating or handling food, and after blowing their nose/ sneezing/ coughing) and on the correct handwashing technique (NHS advice on handwashing, including a video, is available* [*here*](https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/)*). You may wish to draw up a handwashing schedule for pupils/ students.* * *Brief staff, pupils/ students, contractors and visitors on good respiratory hygiene practices (i.e. covering your mouth and nose with your bent elbow or tissue when you cough or sneeze, ‘catch it, bin it, kill it).* * *Brief staff, pupils/ students, contractors and visitors on the need to avoid touching their face (and especially the eyes, nose and mouth).* * *Brief staff and pupils/ students on the need for non-contact greetings (i.e. no shaking hands, hugs etc.).* * *Consider the ability of your pupils/ students to maintain good levels of hand and respiratory hygiene as part of their individual risk assessments, and implement measures to assist where necessary (e.g. staff providing supervision/ assistance, developing handwashing schedules etc.).* * *Display posters in prominent locations to remind staff, pupils/ students and others of good hand and respiratory hygiene practices.* * *Staff to supervise pupils/ students to ensure they wash their hands for 20 seconds, more often than usual (and upon arrival at the school/ college, after using the toilet, before eating, and after blowing their nose/ sneezing/ coughing/ touching their face) with soap and water or alcohol hand rub/ sanitiser and catch coughs and sneezes in tissues.* * *Staff to encourage young children to learn and practice good hand and respiratory hygiene through games, songs and repetition where appropriate.* |  |  |
| **Non-essential contractors/ visitors attending site** | *All.*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *Are there any other ways in which you can minimise the number of people attending the site? For example, which visitors will you permit onto site? Are there any non-essential services provided by external contractors that can be temporarily postponed? Is there any non-essential refurbishment/construction work involving contractors that can be postponed? Do you hire out any part of the premises (e.g. language schools, sports lettings etc.)?*  *Potential control measures may include:*   * *Undertake a review of persons expected to attend site and determine those that are non-essential (e.g. visitors, contractors, lettings etc.).* * *Inform non-essential persons that they must not attend the site until further notice.* * *Entry to the site controlled via reception/ security etc. whereby any non-essential persons can be denied access.* * *Consider implementing a questionnaire at reception for any contractors/ visitors with regards risk rating prior to permitting them to enter the site.* * *Consider signage on school/ college entrance gates, reception etc. to advise on who is/ is not permitted to access the site.* * *Review any lettings arranged and notify hirers of cancellation where required.* |  |  |
| **Essential contractors/ visitors attending site.** | *All.*    *Potential spread of COVID-19 to staff pupils/ students and others from persons visiting site.* | *Considerations*  *You should continue to restrict access to your site to only those persons who are ‘essential’. This may include contractors required for maintenance/ repair services, deliveries, and in some cases visitors, such as parents/ carers. Where contractors/ visitors are required to enter the school/ college, you should ensure that reasonable precautions are taken to prevent them potentially transmitting the virus to your staff, pupils/ students or other persons on site.*  *We have produced a template* [*Visitor and Contractor Induction Checklist*](https://hettleandrews.co.uk/wp-content/uploads/2020/05/COVID-19-Visitor-and-Contractor-Induction-Checklist.docx) *which may assist you in this. Please note that this addresses risks associated with COVID-19, and so should be used in conjunction with your existing induction procedures.*  *Potential control measures may include:*   * *Hold meetings with would be visitors remotely (i.e. video-calls/ conferencing) where possible.* * *Limit the number of contractors/ visitors on site at any one time.* * *Record to be kept of all contractors/ visitors attending site. (N.B. you will already have a contractor/ visitor sign in/ out process in place, and this will be extremely important going forward for tracking and tracing should any go on to develop symptoms).* * *Limit the areas of the site that contractors/ visitors are permitted to access.* * *Reschedule the times that contractors/ visitors attend site to minimise interaction with staff and pupils/ students (e.g. can routine maintenance be carried out at weekends or outside of core hours?).* * *Obtain confirmation from contractors/ visitors to confirm that they (and any members of their household) do not have symptoms of COVID-19, or other cold/ flu symptoms prior to them attending site.* * *Consider arranging for deliveries to be left in a designated area, near to the entrance to prevent the need for couriers to enter the school/ college buildings.* * *Provide hand washing facilities or alcohol hand rub/ sanitiser at entry points and insist that contractors/ visitors thoroughly clean their hands before entering.* * *Upon arrival at the site, staff to brief contractors/ visitors to:* * *Wash their hands with soap and water for at least 20 seconds regularly whilst on site (and upon arrival, after using the toilet, before eating or handling food, and after blowing their nose/ sneezing/ coughing/ touching their face), and prior to leaving the site;* * *Maintain good respiratory hygiene practices (i.e. cover their mouth and nose with their bent elbow or tissue when they cough or sneeze, ‘catch it, bin it, kill it);* * *The need to avoid touching their face (and especially the eyes, nose and mouth); and* * *The need to follow the* [*social distancing guidance*](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing) *whilst on site (N.B. you may need to instruct them on one way systems to follow etc.).* * *Staff to maintain social distancing when escorting contractors/ visitors.* * *Obtain copies of contractors’ COVID-19 risk assessments prior to them attending site and ensure that they comply with the specified control measures.* * *Clean/ disinfect areas that have been temporarily occupied by contractors or visitors.* |  |  |
| **Lack of adequate cleaning regime leading to indirect transmission of the virus through contract with contaminated surfaces/ equipment.** | *All.*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *Tests have shown that the virus can survive on surfaces for periods of days, depending on the surface material and environmental conditions. It is therefore imperative that surfaces that occupants may touch are regularly cleaned. Particular attention should be given to common touch points such as door handles, lift buttons, sinks, taps, light switches, toilets, handrails, table tops etc. and the frequent cleaning of common touch points should form part of an enhanced cleaning regime.*  *You’ll need to undertake a thorough review of your general cleaning regime for the areas that will be occupied, any equipment that may be shared, and liaise with teaching staff and cleaning staff/ contractors to ensure that a new regime is agreed and implemented.*  *If you employ cleaning staff, then you’ll be responsible for ensuring that suitable procedures are in place, suitable personal protective equipment (PPE) is made available and worn/taken off and stored correctly; and that suitable training is provided. If you use a contract cleaner, you should liaise with them to ensure that you are satisfied with the procedures, PPE and training that they have in place.*  *You should limit the amount of shared resources that are taken home and limit exchange of take-home resources between pupils/ students and staff.*  *You should prevent the sharing of stationery and other equipment where possible.*    *Potential control measures may include:*   * *Review cleaning regime for general areas (e.g. consider areas of the school/ college that will be occupied, location of frequently touched objects and surfaces such as door handles, lift buttons, sinks, taps, light switches, toilets, handrails, table tops etc. etc.), suitability of existing cleaning substances and equipment used etc.), with a view to improving the frequency and intensity of cleaning.* * *Review cleaning regime/ procedures required for any shared/ multi-touch items (e.g. toys, books, desks, chairs, DSE equipment, musical instruments etc.) to ensure that suitable cleaning and disinfection methods are employed between uses by different pupils/ students/ cohorts (N.B. you may consider using colour-coded containers for clean and used items in classrooms, such as used pens, toys, iPads etc.).* * *Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.* * *Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).* * *Minimise the number of resources in classrooms in order to make sure they can be wiped clean. Wherever possible, resources which are not easily washable or wipeable should be removed.* * *Staff and pupils/ students to use allocated desks/ tables. Hot desking to be avoided. Desks/ tables to be appropriately cleaned prior to each new user.* * *Ensure routine cleaning and disinfection of frequently touched objects and surfaces (e.g. door handles, handrails, tables etc.).* * *Provide disinfectant wipes near to commonly used equipment.* * *Ensure that bins for tissues are emptied regularly (N.B. you should ensure that lidded bins are provided where possible).* * *Limit the amount of shared resources that are taken home and limit exchange of take-home resources between pupils/ students and staff.* * *Prevent the sharing of stationery and other equipment where possible.* * *Ensure that COSHH assessments are completed for any new cleaning substances introduced as a result of your review.* * *Review stocks of cleaning substances, equipment, and PPE and purchase additional stocks if required.* * *Cleaning staff to be provided with suitable PPE (i.e. disposable gloves and aprons as a minimum).* * *Cleaning staff to be provided with training on any changes to the cleaning regime, including any new cleaning substances/equipment and/or PPE (N.B. all training should be recorded).* * *Cleaning schedules to be compiled (or update existing schedules to reflect changes).* |  |  |
| **Lack of adequate cleaning regime for areas known or suspected to be contaminated (e.g. residential area housing suspected/ confirmed cases of COVID-19, isolation room used to house a suspected case etc.) leading to indirect transmission of the virus through contract with contaminated surfaces/ equipment.** | *All.*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *If you employ cleaning staff, then you’ll be responsible for ensuring that suitable procedures are in place, suitable PPE is made available and worn/taken off and stored correctly; and that suitable training is provided. If you use a contract cleaner, you should liaise with them to ensure that you are satisfied with the procedures, PPE and training that they have in place.*  *You’ll need to keep up to date on the latest government guidance document* [*COVID-19: cleaning in non-healthcare settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings) *as this may be subject to change. Refresher training will need to be provided to cleaning staff following any changes to the guidance and/or your own procedures.*    *Potential control measures may include:*   * *Review suitability of existing cleaning substances, equipment, and PPE for use on areas known or suspected to be contaminated against the government guidance document* [*COVID-19: cleaning in non-healthcare settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)*.* * *Ensure that COSHH assessments are completed for any new cleaning substances introduced as a result of your review.* * *Review stocks of cleaning substances, equipment~~,~~ and PPE, and purchase additional stocks if required.* * *Close and secure the contaminated room/ area where possible to restrict access until cleaning has been undertaken. Where possible, leave the area/ room closed and wait for 72hrs before cleaning as the amount of virus living on surfaces will have reduced significantly, or confirmation of a negative test result.* * *Staff or contract cleaners to follow the latest government guidance on* [*COVID-19: cleaning in non-healthcare settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)*, including completion of a risk assessment of the setting prior to cleaning to determine the level of PPE required.* * *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 where unwell individuals have slept in a boarding room/ dormitory, or there is visible contamination with bodily fluids. Fluid resistant surgical masks will also be required for individuals completing cleaning activities within 2m of a suspected/ confirmed case).* * *Provide cleaning staff with training on the latest government guidance and ensure that this is refreshed in line with any changes to the guidance (N.B. all training should be recorded).* * *Provide cleaning staff with training on any new cleaning substances, equipment and/or PPE (N.B. all training should be recorded).* |  |  |
| **Hazards associated with the catering provision** | *All*  *Potential spread of COVID-19 between staff, pupils/ students and others on site.* | *Considerations*  *“It is very unlikely that you can catch coronavirus from food. COVID-19 is a respiratory illness. It is not known to be transmitted by exposure to food or food packaging” (source:* [*Department for Environment Food & Rural Affairs*](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19) *16/05/2020).*  *You will review the relevant government guidance documents (links provided below) and ensure that all hazards associated with the catering provision are identified and that suitable control measures are put into place to reduce the risk so far as is reasonably practicable:*   * [*Guidance for food businesses on coronavirus (COVID-19*](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19)*); and* * [*Working safely during COVID-19 in restaurants offering takeaway or delivery*](https://assets.publishing.service.gov.uk/media/5eb96e8e86650c278b077616/working-safely-during-covid-19-restaurants-takeaway-delivery-110520.pdf)   *If you manage the catering provision and/ or your staff undertake any food preparation, then you will be responsible for ensuring that suitable procedures are in place to minimise the risk of infection and that suitable training is provided to staff.*  *If you use a contract caterer, you should liaise with them to ensure that you are satisfied with the procedures and training that they have in place.*  *Potential control measures may include:*   * *Where you will be asking staff and pupils/ students to bring in a packed lunch – compile and issue procedures to be followed (e.g. storage of packed lunches, permitted locations for consumption, importance of handwashing before and after eating etc.).* * *For catering provision that is managed in-house - review the guidance documents* [*Guidance for food businesses on coronavirus (COVID-19*](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19)*) and* [*Working safely during COVID-19 in restaurants offering takeaway or delivery*](https://assets.publishing.service.gov.uk/media/5eb96e8e86650c278b077616/working-safely-during-covid-19-restaurants-takeaway-delivery-110520.pdf) *and ensure that a risk assessment outlining how the guidance will be implemented is compiled. Ensure that procedures are updated where necessary, and that staff receive training on any changes (N.B. any training should be recorded).* * *Where you will be reopening catering provision that is managed by a contactor - review the guidance documents* [*Guidance for food businesses on coronavirus (COVID-19*](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19)*) and* [*Working safely during COVID-19 in restaurants offering takeaway or delivery*](https://assets.publishing.service.gov.uk/media/5eb96e8e86650c278b077616/working-safely-during-covid-19-restaurants-takeaway-delivery-110520.pdf) *and liaise with the catering contractor to ensure that you are satisfied with the risk assessment, procedures, and training that they have in place.* * *Review and identify multi-touch points of service at serveries, salad bars, and drinks stations and either eliminate, or reduce where possible. For example, food and drinks could be served as opposed to self-service. Where this is not possible, then cleaning regimes to be increased (e.g. regularly cleaning push buttons on drinks machines etc.). Ensure that cleaning schedules are updated where necessary.* * *Review and increase cleaning regimes for areas where food is prepared and consumed. Ensure that cleaning schedules are updated where necessary.* * *Ensure that any refreshments for events (e.g. team meetings) are served rather than self-service where possible (i.e. buffets should be avoided, unless food items are individually wrapped).* * *Temporarily halt the use of cash for payments at refectories, tuck shops etc. and use contactless card payments where possible.* * *Regularly remind staff and pupils/ students of the need to wash their hands thoroughly before and after meals.* * *Provide staff responsible for preparing food with refresher training in personal hygiene and correct handwashing techniques.* * *If you need to hire in any temporary agency staff to assist with catering provision, ensure that your medical questionnaires include a line on the virus symptoms.* |  |  |
| **Lack of adequate trained fire personnel.** | *All.*  *Various injuries ranging from minor to serious, or death arising from poorly executed fire evacuation.* | *Considerations*  *As a result of the COVID-19 pandemic, you will have a reduced number of staff and pupils/ students on site. The staff on site may also change due to illness of either themselves, or other members of their household; 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.*  *Potential control measures may include:*   * *Review list of managers and other staff with key roles in your fire procedures (e.g. responsible persons, fire managers, fire wardens/ marshals etc.) to determine who is available (i.e. are any self-isolating?).* * *Identify further key persons required, together with deputies/ cover, and provide training accordingly (N.B. any training should be recorded. Hettle Andrews can provide a RoSPA approved online Fire Marshal training course upon request at a cost of £18 per person).* * *Ensure that all staff are aware of their responsibilities during a fire evacuation and provide refresher training where required (N.B. any training should be recorded).* |  |  |
| **New fire hazards as a result of implementing control measures for COVID-19.** | *All.*  *Increased risk of fire, and/or delays in persons evacuating from the building.* | *Considerations*  *Your existing fire procedures may direct staff and pupils/ students to fire assembly points with limited space, resulting in staff/ pupils/ 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 pupils/ students may be working and learning in areas of the school/ college site that are not familiar to them and so may not be aware of the escape routes and assembly points.*  *You will need to consider any potential new fire hazards introduced as a result of implementing control measures for COVID-19, such a propping doors open to minimise multi-touch points and improve ventilation, the installation of any physical barriers to assist with social distancing, and storage of large quantities of alcohol hand rub etc.).*  *You should ensure that your fire risk assessment and fire procedures are reviewed and updated as a result of any changes.* *You might also need to make adjustments to your fire drill and practise it in the first week when more pupils/ students return*  *You should ensure that any Personal Emergency Evacuation Plans (PEEPs) are reviewed and updated as a result of any changes to your fire procedures.*  *You will need to ensure that any changes to the fire risk assessment and/ or your fire procedures are communicated to staff.*  *Potential control measures may include:*   * *Review fire assembly points to ensure that they are conducive with social distancing advice where possible (i.e. that building occupants will not be required to congregate in small areas).* * *Ensure that staff working in areas of the school/ college site that are not familiar to them are briefed on the fire procedures and complete a walkthrough to identity escape routes, fire exits and assembly points.* * *Ensure that pupils/ students learning in areas of the school/ college site that are not familiar to them are briefed on the fire procedures (e.g. escape routes, fire exits and assembly points etc.). .* * *Consider any new fire hazards introduced as a result of implementing control measures for COVID-19 (such a propping doors open to minimise multi-touch points and improve ventilation, the installation of any physical barriers to assist with social distancing, and storage of large quantities of alcohol hand rub etc.) and ensure that the fire risk assessment is reviewed and updated.* * *Ensure that the fire procedures are reviewed and updated to consider any changes required.* * *Ensure that any Personal Emergency Evacuation Plans (PEEPs) are reviewed and updated as a result of any changes to your fire procedures, and that all relevant persons (i.e. the person being assessed and any persons with roles in the PEEP) are notified of the changes.* * *Ensure that any changes to the fire risk assessment and/ or written fire procedures are communicated to staff.* |  |  |
| **Lack of adequate trained first aid/ medical/ administration of medication/ care personnel.** | *All.*  *Various injuries/illness as a result of delayed access to first aid/administration of medication.* | *Considerations*  *As a result of the COVID-19 pandemic, you will have a reduced number of staff on site. The staff on site may also change due to illness of either themselves, or other members of their household; and this could include trained first aiders, on-site medical staff, those responsible for administering medication, and/ or care staff (e.g. those responsible for personal/ intimate care). The risk of injury/ illness is ever present, and pupils/ students will continue to require an appropriate level of care, 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.*  *Potential control measures may include:*   * *Review list of trained first aiders, on-site medical staff, and those staff responsible for the administration of medication and/or provision of care (e.g. personal/ intimate care) to determine who is available (i.e. are any self-isolating?).* * *Review your first aid needs risk assessment to take account of reduced staff and pupils.* * *Work to ensure that adequate coverage remains in place based on the needs of the staff and pupils on site.* |  |  |
| **Provision of first aid/ medical treatment/ intimate/ personal care.** | *Staff administering first aid/ medical treatment/ intimate/ personal care.*  *Staff administering first aid/ medical treatment/ intimate/ personal care could contract COVID-19 from the individual being treated/ receiving care.* | *Considerations*  *First aiders and in-house medical staff may need to provide treatment to both asymptomatic and symptomatic individuals, resulting in a risk of them contracting COVID-19 and spreading it to others.*  *The government guidance document* [*Coronavirus (COVID-19): implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) *states that if an individual “becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. 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, care staff may be exposed through close contact with pupils/ students, particularly when providing intimate/ personal care. The government guidance document* [*Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) *states that:*   * *children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way* * *PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms.*   *Potential control measures may include:*   * *Review written first aid, medical, and intimate/ personal care procedures and risk assessments to account for the risk of members of staff dealing with asymptomatic and symptomatic individuals and to outline PPE requirements. (N.B. we have produced a* [*guidance document for provision of first aid during the pandemic*](https://hettleandrews.co.uk/wp-content/uploads/2020/05/Covid-19-First-Aid-During-the-Pandemic.docx) *which may be of assistance).* * *Review PPE to ensure that suitable supplies are available for those staff that may be required to care for symptomatic individuals (i.e. fluid-resistant surgical masks, disposable gloves, disposable aprons, and splashproof eye protection such as a visor or goggles).* * *Ensure that first aiders, in-house medical staff, and care staff are trained on the new procedures, including what PPE is required, and how to put on, take off, and dispose of items of PPE (N.B. any training should be recorded).* * *Review bodily fluid and infection control procedures.* |  |  |
| **Lack of risk assessments for any new/ adapted teaching activities.** | *All.*  *Various injuries arising from teaching activities.* | *Considerations*  *During this time school/ college staff may choose to introduce new or adapted activities for their pupils/ students. These new or adapted activities may not fall under the school’s/ college’s existing risk assessments and so this will need to be addressed. You’ll need to ensure that any hazards presented by the new/ adapted activities are identified, together with suitable control measures to either eliminate or reduce the risk.*  *Potential control measures may include:*   * *Ensure that staff are briefed on the need to complete risk assessments prior to the introduction of any new/ adapted teaching activities.* * *Ensure that any other staff involved in the new/ adapted activity are briefed on the content of the risk assessment.* |  |  |
| **Security risks arising from unoccupied buildings and/or parts of the premises.** | *All.*  *Various injuries, damage to property and/or theft of property as a result of trespasser(s) gaining access.*  *Lack of insurance cover for unoccupied buildings as a result of not meeting conditions and/ or implementing measures required by your insurers.* | *Considerations*  *Due to reduced site activities and closure of sports facilities (such as gyms and swimming pools), there may be buildings and internal/ external areas of your site that are left unoccupied for long periods. Risk and exposure to your premises will alter while it remains empty. For example; your premises will become more theft attractive and more susceptible to vandalism, arson and unmonitored water damage. To minimise possible risks to unoccupied premises it is important that swift action is taken to protect them during this difficult time. If your premises become unoccupied in whole or in part, you should concentrate on risk reduction and loss prevention.*  *The government have produced* [*Site security guidance*](https://www.gov.uk/government/publications/school-and-college-security/site-security-guidance)*.*  *Potential control measures may include:*   * *Identify all unoccupied buildings and internal/ external areas of the site.* * *Review all unoccupied buildings and internal/ external areas with a focus on risk reduction and loss prevention, for example:* * *Security – safeguard the building and put all protective locks, immobilisers and alarm protection (Intruder Alarms and CCTV) into function. Check that any alarm signaling system (e.g. Redcare style system) is operational;* * *Where feasible, contents should be moved from empty premises, especially combustible objects and high value or business critical objects/ equipment;* * *Ensure that utilities (such as water supply) to the empty premises are disconnected when possible, or isolated. This should not hinder fire protection, heating, safety, or security purposes; and* * *Ensure that the building is inspected internally and externally at least once a week where possible and keep a written record of the inspection.* * *Liaise with your broker/ insurer to determine any terms/ conditions of your insurance policy relating to unoccupied buildings and ensure that any measures required are implemented where possible.* |  |  |
| **Increase in staff lone/ remote working whilst on site .** | *Staff.*  *Various injuries arising from a lack of direct supervision.* | *Considerations*  *Due to reduction in staff and pupil/ student numbers on site, there may be an increase in the number of staff undertaking lone or remote working activities. For example, you may have a caretaker or maintenance staff opening/ closing the site alone or undertaking high risk maintenance tasks (e.g. work at height, use of machinery etc.) in unoccupied areas of the site including external grounds. You may have teaching staff spread out across the site to enable better social distancing between groups of staff and pupils/ students.*  *You should already have risk assessments in place covering lone/ remote working activities, but it would be good practice to review and update these incase of any changes arising from the current situation.*  *Potential control measures may include:*   * *Consider lone/ remote working activities being undertaken across the site and ensure that risk assessments are completed (or that any existing risk assessments are reviewed and updated). Guidance on lone/remote working is available from the HSE* [*here*](https://www.hse.gov.uk/toolbox/workers/lone.htm). * *Ensure that staff undertaking lone/ remote working activities are briefed on the content of the risk assessments and provided with training where necessary (N.B. any training should be recorded).* |  |  |
| **Legionella risk arising from unused buildings and/ or parts of the premises.** | *All.*  *Exposure to legionella bacteria leading to serious illness or death.* | *Considerations*  *The school/ college may have been fully closed during the initial lockdown period (i.e. prior to the 1st June 2020). For schools/ colleges that have remained open to care for the children of keyworkers and vulnerable children, there are likely to be buildings and/ or internal/ external areas of the site that have been left unoccupied for long periods, or used infrequently. You may have arranged for all or parts of your hot and cold water systems to be isolated and drained down.*  *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. We would recommend that you liaise with your water hygiene contractor to determine what steps need to be taken prior to reopening your site/ buildings. Further guidance is available from the* [*HSE*](https://www.hse.gov.uk/news/legionella-risks-during-coronavirus-outbreak.htm)*.*  *Even after reopening/ wider reopening on the 1st June, there are still likely to be areas of the site that may remain unoccupied due to reduced site activities, closure of sports facilities (such as gyms and swimming pools) etc. This will result in an increase in the number of infrequently used outlets, which could give rise to a legionella risk and so this will need to be addressed in both your legionella risk assessment and legionella written control scheme.*  *Potential control measures may include:*   * *Consult with Estates/ Facilities staff and water hygiene contractor to determine what steps (if any) need to be taken prior to reopening the site/ buildings. N.B. you should allow plenty of time for this, at least 1 week.* * *Identify all buildings and internal/ external areas of the site that are likely to be unoccupied after reopening on the 1st June and review list of infrequently used outlets.* * *Ensure that all infrequently used outlets are flushed regularly (weekly is recommended as a minimum). N.B. if you are unable to perform weekly flushing for any reason you should contact your water hygiene contractor for advice).* * *Ensure that both the legionella risk assessment and legionella written control scheme are updated in line with the above.* * *Ensure that persons tasked with actions relating to the legionella written control scheme (e.g. Estates/ Facilities/ Maintenance staff or third party contractor etc.) are advised of any changes. N.B. if there are any aspects of your legionella written control scheme that you will be unable to maintain upon reopening then you should contact your water hygiene contractor for advice.* |  |  |
| **Poor ventilation** | *All.*  *Poor levels of ventilation leading to an increased risk of the spread of COVID-19.* | *Considerations*  *The general aim should be to supply as much outside air as possible, with a high air change rate. For buildings with mechanical ventilation systems this may be achieved by adjusting the system settings. Windows and doors may also be used to create additional air flow (although only if safe to do so – you’ll need to consider any fire and safeguarding risks this action may present). The recirculation of air should be prevented, and the settings of any heating and ventilation systems should therefore be adjusted accordingly.*  *Further guidance is available from the Federation of European Heating, Ventilation and Air Conditioning Associations in their guidance document entitled* [*How to operate and use building services in order to prevent the spread of the coronavirus disease (COVID-19) virus (SARS-CoV-2) in workplaces*](https://www.rehva.eu/fileadmin/user_upload/REHVA_COVID-19_guidance_document_ver2_20200403_1.pdf) *which provides a summary of practical measures for building services operation including:*   * *Secure ventilation of spaces with outdoor air;* * *Switch ventilation to nominal speed at least 2 hours before the building usage time and switch to lower speed 2 hours after the building usage time;* * *At nights and weekends, do not switch ventilation off, but keep systems running at lower speed;* * *Ensure regular airing with windows (even in mechanically ventilated buildings);* * *Keep toilet ventilation 24/7 in operation;* * *Avoid open windows in toilets to assure the right direction of ventilation;* * *Instruct building occupants to flush toilets with closed lid;* * *Switch air handling units with recirculation to 100% outdoor air;* * *Inspect heat recovery equipment to be sure that leakages are under control;* * *Switch fan coils either off or operate so that fans are continuously on;* * *Do not change heating, cooling and possible humidification setpoints;* * *Do not plan duct cleaning for this period;* * *Replace central outdoor air and extract air filters as usual, according to maintenance schedule; and* * *Regular filter replacement and maintenance works shall be performed with common protective measures including respiratory protection.*   *Guidance on ventilation is also available in* [*Managing school premises during the coronavirus outbreak.*](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)  *Potential control measures may include:*   * *Advising staff to open windows where possible and safe to do so.* * *Assessing which doors (if any) can be propped open to improve ventilation (N.B. this will need to considered from a fire risk assessment perspective, and your fire risk assessment updated where appropriate, as well as considering safeguarding and security risks) and advising staff on which doors can be propped open and the procedures to follow (e.g. that staff are advised to remove any wedges and close doors when rooms are left unoccupied etc.).* * *Ensuring that building services operation is reviewed against the guidance provided by the Federation of European Heating, Ventilation and Air Conditioning Associations in* [*How to operate and use building services in order to prevent the spread of the coronavirus disease (COVID-19) virus (SARS-CoV-2) in workplaces*](https://www.rehva.eu/fileadmin/user_upload/REHVA_COVID-19_guidance_document_ver2_20200403_1.pdf)*.* |  |  |
| **Failure to complete adequate cleaning and checks prior to reopening the school/ college site/ buildings** | All  Various issues could arise as a result of not completing the necessary checks | *Considerations*  *Whether your school/ college has been open, partially closed, or fully closed during the initial lockdown period, unless you have kept up with all of your compliance checks then there are likely to be some additional checks that need to be undertaken prior to reopening your site and/ or buildings. Depending on the state of the building, you may also need to arrange for a deep clean and/ or maintenance to be undertaken prior to reopening.*  *Areas to consider include:*   * *Completing a visual inspection of the site to determine levels of cleanliness and identify any damage or other concerns;* * *Testing/ inspecting all relevant fire safety equipment and systems before allowing employees and pupils/ students back onto site. This would typically include:* * *A full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate);* * *A full discharge test of the emergency lighting system across the site;* * *A visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;* * *Checking that fire escape routes are clear of any obstructions;* * *Checking that final fire escape doors are unlocked and operational;* * *Checking the operation of internal fire doors to ensure that they close properly; and* * *Checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.* * *You’ll need to check that any statutory inspections are up to date in line with the periods set out within the written scheme (e.g. lifting equipment, pressure systems etc.). If not you will need to contact the inspecting body (this is usually arranged via your insurers) as soon as possible. The statutory obligations for thorough examination and testing (TE&T) remain in place and the HSE expects dutyholders to make all reasonable efforts to arrange for them to be carried out within the statutory time limits. If a failure occurs due to a safety related fault, enforcement action may be taken. Further information is available from the* [*HSE*](https://www.hse.gov.uk/news/work-equipment-coronavirus.htm)*.* * *Asbestos - It is unlikely that you have had any maintenance or alterations during the closure or reduced occupancy of the site. You should complete a visual inspection of all Asbestos Containing Materials (ACMs) prior to reopening to confirm that there has been no damage during the period of closure. If you identify any damage, you should immediately isolate the area and contact your asbestos consultant for advice;* * *Legionella – please refer to the ‘Legionella risk arising from unused buildings and/ or parts of the premises’ section of this risk assessment for further information; and* * *Identifying any other formal maintenance inspections, testing, or specialist cleaning which may have been missed during the period of closure and arranging for these to be completed before reoccupation where required (e.g. inspection of fixed electrical wiring, gas appliances, deep cleaning of the kitchen extraction system etc.).*   *Generally, school/ college buildings that have been completely or partially closed, should be recommissioned as you would normally do at the end of the school/ college summer holiday period. A member of staff should be identified for managing premises, reviewing risk assessments and implementing any measures to ensure that safety is maintained for wider opening.*  *In addition to the above, you’ll also need to consider the hazards presented by operating at reduced occupancy going forwards. The government have produced guidance for* [*Managing school premises during the coronavirus outbreak.*](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)  *Potential control measures may include:*   * *Nominate a member of staff for managing the premises, reviewing risk assessments and implementing any measures to ensure that safety is maintained for wider opening.* * *Complete a visual inspection of the buildings to determine levels of cleanliness and identify any damage or other concerns.* * *Review maintenance records to determine any inspections, tests and/or specialist cleaning that may have been missed during the period of closure and/or that will be required prior to reopening.* * *Arrange for a competent person to test/ inspect all relevant fire safety equipment and systems to ensure that they are fully operational prior to reopening.* * *Complete a visual inspection of all ACMs prior to reopening to confirm that there has been no damage during the period of closure. If any damage is identified, the area is to be isolated immediately and asbestos consultant contacted for their advice.* * *Ensure that a written plan is formulated to ensure that all necessary inspections, tests, and cleaning are undertaken prior to reopening (N.B. you may wish to develop a checklist for this). N.B. if there are any inspections, tests, and/or specialist cleaning that cannot be undertaken prior to reopening for any reason then you will need to consider the legal and safety implications and seek competent advice where necessary.* |  |  |
| **Staff working from home – risks associated with use of Display Screen Equipment (DSE) and mental health/emotional wellbeing.** | *Staff.*  *Aches and pains from adopting poor posture whilst using DSE.*  *Fear/anxiety/stress caused by difficulty in completing work, and lack of social interaction.*  *Lack of insurance cover for school/ college-owned equipment used in the home.* | *Considerations*  *Even after reopening/ wider reopening from the 1st June, you’re still likely to have a number of staff working from home and you’ll need to ensure that suitable measures are in place to protect and promote their health, safety and welfare.* *You’ll need to conduct a suitable and sufficient risk assessment of homeworking activities undertaken by your employees to identify any hazards and assess the degree of risk.*  *The HSE have confirmed that there is no increased risk for DSE work for those working at home temporarily. So in that situation employers do not need to do home workstation assessments. However, you could provide workers with advice on completing their own basic assessment at home and we have produced a* [*Temporary Home Worker Self-Assessment Checklist.*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Temporary-Home-Wokers-Self-Assessment-Checklist.docx)  *There are of course many challenges to ensuring the wellbeing of employees in their home as supervision and monitoring is extremely difficult. The fact that many employees who are currently working from home will not have previously done so and won’t continue to do so following the COVID-19 pandemic, adds further challenges as they are unlikely to have appropriate workstations in their home. You can download our guidance document* [*Working from Home: A Brief Guide for Employers*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Working-from-Home-Guide-for-Employers-2.pdf)*.*  *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*](https://www.hse.gov.uk/toolbox/workers/home.htm)*.*  *Potential control measures may include:*   * *Provide employees working from home with guidance on the safe use of DSE and ways in which they can maintain physical and emotional wellbeing (you can download our guidance document* [*Working from Home: A Brief Guide for Employees*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Working-from-Home-Guide-for-Employees-2.pdf)*.* * *Provide employees working from home with information on who they can speak to if they need help/ support (e.g. Line Manager, HR, IT support etc.) and provide details of any external resources they have access to (e.g. confidential helpline, occupational health, Employee Assistance Programme etc.).* * *For those staff working from home temporarily, consider issuing a homeworker checklist to assist in identifying any individual issues (you may wish to download our* [*Temporary Home Worker Self-Assessment Checklist*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Temporary-Home-Wokers-Self-Assessment-Checklist.docx)*).* * *Consider any employees with disabilities whereby reasonable adjustments may be required (e.g. provision of equipment etc.).* * *Where feasible, consider providing employees using a laptop and working from home temporarily with inexpensive equipment to assist them in setting up an appropriate temporary workstation (e.g. wireless keyboard and mouse, laptop riser, etc.).* * *Line Managers to communicate regularly with employees working from home (e.g. weekly check-ins as a minimum) to make sure that they are coping with their home working arrangements, their workload, and to answer any questions or concerns that they may have.* * *Line Managers to keep their teams up to date on any changes that may impact them.* * *For those staff who will be working from home on a long-term basis, ensure that a suitable home worker risk assessment is carried out (including a home workstation assessment where necessary), and that any issues identified are addressed within a reasonable timeframe, including the provision of work equipment where necessary.* * *Liaise with your broker/ insurer to check that any school/ college-owned equipment provided is covered when in the employee’s home.* |  |  |
| **Pupils/ students learning at home – risks associated with use of Display Screen Equipment (DSE) and mental health/ emotional wellbeing.** | *Pupils/ students.*  *Aches and pains from adopting poor posture whilst using DSE.*  *Fear and anxiety caused by difficulty in completing work, and lack of social interaction with friends.* | *Considerations*  *Even after reopening/ wider reopening from the 1st June, you may still have pupils/ students learning at home, and you’ll need to take steps to protect and promote their health, safety and welfare. Public Health England has produced some useful guidance on the mental health and wellbeing aspects of COVID-19 available* [*here*](https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19#additional-advice-for-groups-with-specific-mental-health-needs)*, together with guidance for parents and carers available* [*here*](https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)*.*  *The government have been working with a range of other organisations to create extra resources to help you. See:*   * *a list of*[*online education resources for children with SEND*](https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education#special-educational-needs-and-disabilities-send) * [*coronavirus educational resources*](http://www.thesensoryprojects.co.uk/covid19-resources)*from The Sensory Projects* * [*SEND-specific resources for learning from home*](https://www.techability.org.uk/resources/aiding-learning-from-home/)*from Tech Ability*   *They have also worked with other organisations to create information on ways parents/ carers can help their child learn at home. See:*   * [*advice on supporting children with a learning disability or autistic spectrum disorder (ASD)*](https://councilfordisabledchildren.org.uk/help-resources/resources/supporting-children-learning-disability-asd-coping-covid-19-isolation)*from the Council for Disabled Children* * [*recommendations on special educational needs*](https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/)*from the Education Endowment Foundation*   *You can also find*[*resources for under 5s*](https://www.eyalliance.org.uk/special-educational-needs-and-disability-send)*from the Early Years Alliance.*  *Potential control measures may include:*   * *Provide pupils/ students and parents/ carers with guidance on how to safely learn at home. You can download our guidance document* [*Top Tips for Pupils Learning from Home*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Top-Tips-Pupils_.pptx) *(aimed at younger pupils), and* [*Top Tips for Students Learning from Home*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Top-Tips-Students.pptx) *(aimed at older pupils).* * *Provide pupils/ 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.).* * *Review communication channels for academic and pastoral support.* |  |  |
| **Fear/ anxiety caused by returning to school/ college.** | *Staff, pupils/ studets, and parents/ carers.*  *Staff, pupils/ students, and/or parents/ carers may suffer negative mental health effects as a result of fear/ anxiety about returning to the school/ college.* | *Considerations:*  *Individuals will respond in different ways to being asked to return to school/ college. Some may have little or no concerns, but for others it may cause high levels of fear and anxiety and have a negative impact on their mental health. It is important that you try to establish the likely impact that returning to the school/ college will have on mental health and take steps to alleviate worries or concerns where possible.*  *Some pupils/ students will return to school/ college having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where pupils/ students have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school/ college closure and there may be an impact on their behaviour. Some pupils/ students will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For pupils/ students with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.*  *Potential control measures may include:*   * *Hold conversations with staff or use questionnaires to identify those who have serious concerns about returning to the workplace and may suffer negative mental health effects if asked to do so.* * *Consider any SEMH concerns for returning pupils/ students as part of their individual risk assessments to determine any new requirements.* * *Provide staff, pupils/ students and parents/ carers with details of the measures that you will be taking to minimise the risk of them contracting the virus at the school/ college.* * *Identify any specific concerns that employees, pupils/ students, and/or parents/ carers have (e.g. certain activities or areas of the site) and address these concerns where possible.* * *Make reasonable adjustments where possible to alleviate concerns on a case by case basis.* * *Review and update Bereavement Procedure.* |  |  |
| **Lack of adequate pupil/ student safeguarding procedures for virtual/ online taught sessions.** | *Staff and pupils.*  *Various potential safeguarding issues.* | *Considerations*  *After reopening/ wider reopening, you may still have some pupils/ students learning at home, and you’ll need to take steps to ensure that your child protection/ safeguarding procedures are reviewed and updated against the latest government guidance documents* [*Coronavirus (COVID-19): safeguarding in schools, colleges and other providers*](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers) *and* [*Safeguarding and remote education during coronavirus (COVID-19)*](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19) *to consider this shift in teaching and learning. The guidance document states that “children should continue to be protected when they are online”. You’ll need to ensure that staff are clear on what is/ is not acceptable in terms of methods of communication with their pupils/ students and consider how risks arising from virtual/ online provision (especially 1:1 sessions) can be minimised.*  *In addition, you may wish to direct parents/ carers to read the relevant guidance document at* [*Coronavirus (COVID-19): support for parents and carers to keep children safe online.*](https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online)  *Potential control measures may include:*   * *Review and update written child protection/ safeguarding procedures against the government guidance documents* [*Coronavirus (COVID-19): safeguarding in schools, colleges and other providers*](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers) *and* [*Safeguarding and remote education during coronavirus (COVID-19)*](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19) *to consider potential issues with the shift towards virtual/ online teaching and learning.* * *Staff and volunteers to be provided with a copy of the updated child protection/ safeguarding policy (e.g. via email, available on staff intranet etc.) and briefed on the key changes.* * *Copy of updated child protection/ safeguarding policy to be made available publicly (e.g. on the school’s/ college’s website).* * *Child protection/ safeguarding policy to be kept under review as the situation evolves and following changes to the government guidance.* |  |  |
| **Absence of the Designated Safeguarding Lead (DSL), Deputy DSL or other key safeguarding staff** | *All*  *Lack of suitable child protection/ safeguarding staff leading to issues with recording and reporting* | *Considerations*  *The DSL, Deputy DSL and/or other key child protection/ safeguarding staff may be absent from the school/ college (i.e. either as a result of having to self-isolate because of an underlying health condition that may put them at increased or very high risk of severe illness from COVID-19, or as a result of either themselves or a member of their household developing symptoms of COVID-19).*  *You are likely to already have plans in place for absence/ illness of the DSL/ Deputy DSL, although it would be beneficial to review these given the current situation. In line with the Government guidance document* [*Coronavirus (COVID-19): safeguarding in schools, colleges and other providers*](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers)*, you’ll need to ensure that a DSL or deputy is available.*  *The above guidance document states that:*  *“The optimal scenario for any school or college providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:*   1. *a trained DSL or deputy from the school or college can be available to be contacted via phone or online video - for example working from home* 2. *sharing trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video)*   *Where a trained DSL or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/ or to carry out statutory assessments at the school or college.*  *Whatever the scenario, it is important that all school and college staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.”*  *Potential control measures may include:*   * *Review DSL/ Deputy DSL and other key child protection/ safeguarding staff available on site in light of the current situation (i.e. are any self-isolating?).* * *Consider liaising with other nearby schools/ colleges to arrange sharing of DSL’s where required.* * *Nominate a senior leader who can take responsibility for co-ordinating safeguarding on site should the DSL or Deputy DSL be absent.* * *Ensure that school/ college staff are kept up to date on any changes to the DSL, Deputy DSL or other key child protection/ safeguarding staff – i.e. they should be aware of who to contact should they have any concerns, and how they can contact them.* |  |  |
| **Failure to update the child protection/ safeguarding policy to reflect new procedures as a result of COVID-19** | Staff and pupils/ students  Various potential child protection/ safeguarding issues | *Considerations*  *The government guidance document* [*Coronavirus (COVID-19): safeguarding in schools, colleges and other providers*](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers) *states that:*  *“Schools and colleges will have an effective child protection policy in place reflecting business as usual. It is likely that the policy will not accurately reflect new arrangements in response to COVID-19. It is important schools and colleges (led by a DSL or deputy, wherever possible) review and revise their child protection policy and keep it under review as circumstances continue to evolve. In some cases, a COVID-19 annex/ addendum that summaries any key COVID-19 related changes might be more effective that re-writing and re-issuing the whole policy.”*  *Potential control measures may include:*   * *DSL or Deputy DSL to lead a review of the school’s/ college’s existing child protection/ safeguarding policy against the Government guidance document* [*Coronavirus COVID-19): safeguarding in schools, colleges and other providers*](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers) *and to ensure that it reflects:* * *Any updated advice received from the local 3 safeguarding partners;* * *Any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need;* * *What staff and volunteers should do if they have any concerns about a child;* * *The continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns;* * *DSL (and deputy) arrangements;* * *The continued importance for school/ college staff to work with and support children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children;* * *Peer on peer abuse - given the very different circumstances the school/ college is operating in, a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach);* * *What staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how the school/ college responds to any such concerns);* * *Any arrangements to support children the school are concerned about who do not meet the ‘vulnerable’ definition; and* * *What arrangements are in place to keep children not physically attending the school safe, especially online, and how concerns about these children should be progressed.* * *Staff and volunteers to be provided with a copy of the updated child protection/ safeguarding policy (e.g. via email, available on staff intranet etc.) and briefed on the key changes.* * *Copy of updated child protection/ safeguarding policy to be made available publicly (e.g. on the school’s/ college’s website).* * *Child protection/ safeguarding policy to be kept under review as the situation evolves and following changes to the government guidance.* |  |  |
| **Lack of adequate communication related to COVID-19 procedures to staff, pupils/ students, parents/ carers, contractors and visitors** | All  Staff, pupils/ students, parents/ carers, contractors and visitors not being made aware of procedures | *Considerations:*  *The Government guidance document states that you should consider the following steps:*   * *Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they (and/or any members of their household) are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection);* * *Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend;* * *Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use);* * *Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely);* * *Also think about engaging parents and children in education resources such as* [*e-bug*](https://www.e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) *and* [*PHE schools resources*](https://campaignresources.phe.gov.uk/schools); * *Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the* [*Coronavirus (COVID-19): safer travel guidance for passengers*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)*;* * *Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful;* * *Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers; and* * *Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.*   *Employers have a duty to consult employees on health and safety. Staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the school/ college. Staff should be encouraged to identify, speak up and provide feedback on risks and control measures.*  *It would be beneficial to compile communication plans for both internal and external communications, as well as a training needs analysis to identify any additional staff training required as a result of the measures that you are implementing.*  *You will also need to update your staff disciplinary and pupil/ student behaviour policies to reflect the new rules and routines. You may wish to consider developing a separate COVID-19 Code of Conduct that can be briefed to staff and pupils/ students, and used to support disciplinary action for non-compliance. Some useful ideas are provided at* [*annex a*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles) *and* [*annex b*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-b-principles-for-staff) *to* *[Planning guide for primary schools](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools" \l "annex-a-behaviour-principles).*  *Potential control measures may include:*   * *Develop communication plan to consider both internal and external communications (i.e. what needs to be communicated, when, to whom, and how).* * *Liaise with contractors/ in-house staff and suppliers (e.g. cleaning, catering, food supplies, hygiene supplies etc.) to ensure that they are aware of the school’s/ college’s needs upon reopening (please also refer to the sections of this template risk assessment covering cleaning and catering).* * *Compile and issue formal communications to parents/ carers to advise them of key information including:* * *That they and/or their child/ren must not enter the school/ college site if they (and/or a member of their household) are displaying any symptoms of COVID-19 and to follow the* [*Stay at home: guidance for households with possible coronavirus (COVID-19) infection*](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)*;* * *That only one parent/ carer is permitted to attend the school/ college for drop off/ pick up;* * *Not to gather at the school/ college gates/ entrances/ doors and to maintain social distancing;* * *Their designated drop off/ pick up point and times (N.B. site maps could be used to indicate drop off/ pick up locations to minimise confusion);* * *That they must not enter the buildings unless they have a pre-arranged appointment;* * *Procedures for pre-arranged appointments (i.e. where they should report upon arrival, hygiene procedures, how social distancing will be maintained etc.);* * *Copies of relevant risk assessments to demonstrate how you intend to minimise the risk; and* * *Advice on use of public transport (i.e. they could be directed to read the* [*safer travel guidance for passengers*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) *and to avoid travelling during peak times) , or where the school/ college will be providing transport for pupils/ students, the procedures for them to follow and measures in place to minimse the risk.* * *Consider how to engage parents/ carers and pupils/ students in relevant education resources such as* [*e-bug*](https://e-bug.eu/) *and the* [*Public Health England*](https://campaignresources.phe.gov.uk/schools) *website.* * *Compile and issue formal communications to staff to advise them of key information including:* * *That they must not enter the school/ college site if they are displaying any symptoms of COVID-19 and to follow the* [*Stay at home: guidance for households with possible coronavirus (COVID-19) infection*](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)*;* * *Procedures to follow should either they or either a pupil/ student/ visitor/ contractor etc. develop COVID-19 symptoms whilst on site;* * *Social distancing and hygiene procedures;* * *Any changes to fire or first aid procedures;* * *Timetable changes (timings, locations etc.);* * *The designated drop off/ pick up points and times for pupils/ students (N.B. site maps could be used to indicate drop off/ pick up locations to minimise confusion);* * *That parents/ carers/ visitors must not enter the buildings unless they have a pre-arranged appointment;* * *Copies of relevant risk assessments to demonstrate how you intend to minimise the risk; and* * *Advice on use of public transport (i.e. they could be directed to read the* [*safer travel guidance for passengers*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) *and to avoid travelling during peak times). N.B. you may wish to compile a COVID-19 staff induction that can be provided to all staff prior to their return to site that can be used as a formal process to cover all of the above. This could be delivered online (e.g. via a virtual training session, video tutorial etc.) You should also consider a formal induction for pupils/ students. It is recommended that inductions are recorded as evidence of training.* * *Complete a training needs analysis to identify any additional staff training that will be required (e.g. cleaning staff, catering staff, first aiders medical staff, residential staff, staff providing intimate/ personal care, staff responding to a suspected case, changes in fire procedures etc.).* * *Review and update staff disciplinary and pupil/ student behaviour policies to reflect the new rules and routines. (N.B. you may wish to consider developing a separate COVID-19 Code of Conduct that can be briefed to staff and pupils/ students, and used to support disciplinary action for non-compliance).* |  |  |
| **Failure to implement and adhere to the latest government advice/ guidance** | All.  Failure to adhere to government advice/guidance resulting in increased risk of infection and possibility of criminal prosecution and/or civil litigation. | *Considerations*  *As the pandemic evolves together with scientific knowledge of the virus, advice is being issued and amended regularly. It is imperative that you keep up to date with the latest advice on COVID-19 available at websites such as:*   * [*https://www.gov.uk/coronavirus*](https://www.gov.uk/coronavirus) * [*https://www.nhs.uk/conditions/coronavirus-covid-19/*](https://www.nhs.uk/conditions/coronavirus-covid-19/) * [*COVID-19: guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version) * [*Stay at home: guidance for households with possible coronavirus (COVID-19) infection*](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) * [*Actions for educational and childcare settings to prepare for wider opening from 1 June 2020*](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020) * [*Opening schools for more children and young people: initial planning framework for schools in England*](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england) * [*Supporting children and young people with SEND as schools and colleges prepare for wider opening*](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance) * [*Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people) * [*Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus (COVID-19)*](https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19) * [*Planning guide for primary schools*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools) * [*Guidance for secondary school provision from 15 June 2020*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools) * [*Coronavirus (COVID-19): implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) * [*COVID-19: guidance for education settings*](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19) * [*Coronavirus (COVID-19): guidance on isolation for residential educational settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings) * [*Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) * [*Managing school premises during the coronavirus outbreak*](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak) * [*Coronavirus (COVID-19): safeguarding in schools, colleges and other providers*](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers) * [*Safeguarding and remote education during coronavirus (COVID-19)*](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19) * [*Coronavirus: travel guidance for educational settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings) * [*COVID-19: cleaning in non-healthcare settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings) * [*Coronavirus (COVID-19): safer travel guidance for passengers*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) * [*Coronavirus (COVID-19): safer transport guidance for operators*](https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators) * [*The National Association of Independent Schools & Non-Maintained Special Schools (NASS)*](https://www.nasschools.org.uk/) * [*Natspec*](https://natspec.org.uk/about-us/publications/covid-19-and-colleges-natspec-briefing/) * [*National Association for Special Educational Needs (nasen)*](https://nasen.org.uk/news/covid-19-important-information-and-faqs.html)   *Potential control measures may include:*   * *Nominate a member of staff (or number of staff) to complete a daily/ weekly review of the above and any other key information channels and feed back key points to SLT/ SMT.* * *SLT/ SMT to review key points and decide on any actions required.* * *Develop action plans with SMART targets to implement any changes to school/ college operations, with periodic monitoring by SLT/ SMT.* * *Ensure that this risk assessment and any related procedures are reviewed and updated in line with any changes to the guidance, and that updates are communicated to staff and where relevant, parents/ carers and pupils/ students.* |  |  |
| **Failure to gain approval for, and monitor the implementation and effectiveness of this risk assessment (and any associated policies/ procedures)** | All.  Failure to adhere to the content of this risk assessment and any related policies/ procedures leading to increased risk of the spread of COVID-19 on site and possibility of criminal prosecution and/or civil litigation. | *Considerations*  *You’ll need to ensure that the risk assessment is discussed and agreed at Board level.*  *You’ll also need to put measures in place to ensure that the content of this risk assessment and any related policies/ procedures are being properly implemented and adhered to. You’ll also need to ensure that suitable procedures are in place to monitor their effectiveness.*  *Potential control measures may include:*   * *Ensure that this risk assessment is reviewed and agreed at Board level prior to reopening/ wider reopening.* * *Nominate a member of SLT/ SMT to take overall responsibility for the implementation and monitoring of the risk assessment and any related policies/ procedures.* * *Develop procedures to monitor compliance, such as supervision, observations, checklists etc. and task relevant staff with completing and reviewing them.* * *Hold regular meetings to discuss the school’s/ college’s COVID-19 response (you may wish to set up a specific action group).* * *Develop action plans with SMART targets to address any issues, with periodic monitoring by SLT/ SMT.* * *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/ carers and pupils/ students.* |  |  |
| ***Other hazards identified…*** |  | *Are there any other hazards related to your site or operations that need to be considered? If so, please provide details here.*  *Remember that the Hettle Andrews ONE team are here to support you and can be contacted for advice Monday – Friday 9am til 5pm. Please call 0121 423 6213, email us at* [*ONE@hettleandrews.co.uk*](mailto:ONE@hettleandrews.co.uk)*, or start a LiveChat in our online* [*client hub*](https://hettleandrews.co.uk/client-hub-login/)*.* |  |  |

**Action Plan**

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| **Action Ref. No.** | **Action Required** | **Completion Deadline** | **Responsible Person(s)** | **Date Completed** |
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| **Next review due:** |  |