|  |  |
| --- | --- |
| ***Risk Rating System***  *Severity or most likely consequence*  *Likelihood of the incident occurring* | 1  2  3  *1 = Minor/ No Injury*  *2 = Lost Time Injury*  *3 = Major Injury/ Fatality*  *1 = Unlikely/ Infrequent*  *2 = Possible/Occasional*  *3 = Likely/ Frequent* |
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| *Risk Rating = Likelihood x Severity* | *1 or 2 = Low Risk/ Priority*  *3 or 4 = Medium Risk/ Priority*  *6 or 9 = High Risk/ Priority* |

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

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| --- | --- |
| School/College 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.**

**Assessment**

| **Description of Hazard** | **Who could be harmed and how?** | **Existing Control Measures** | **Risk Rating (1-9)** | **Additional Action Required? (Yes / No)** | **Action Ref. No.** |
| --- | --- | --- | --- | --- | --- |
| **Pupils/students continuing to attend the school/college** | *All*  *Potential spread of Coronavirus (COVID-19) to other staff, pupils/students and others on site* | *Considerations*   * *From 20th March 2020, schools and colleges in England closed for all but the most vulnerable children and for children of critical workers.* * *Education provision will remain available to those pupils/students deemed as vulnerable children and/or those whose parents’ work is critical to the COVID-19 response. Ultimately, every child who can be safely cared for at home should be, to limit the chance of the virus spreading.* * *Vulnerable children, in this context, include children who have a social worker, and those children and young people with education, health and care (EHC) plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need, or otherwise meet the definition in section 17 of the Children Act 1989. Further Government guidance on vulnerable children and young people is available* [*here*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people)*.* * *Critical workers are defined as parents whose work is critical to the COVID-19 response, including those who work in health and social care and in other critical sectors. Further information on those deemed as critical workers is available* [*here*](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision)*.* * *Based on the latest Government guidance on social distancing - Coronavirus (COVID-19): implementing social distancing in education and childcare settings and available* [*here*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings)*:* * *Critical workers’ children can continue to attend school/college unless they are in one of the most vulnerable health groups as set out in the Government guidance on shielding available* [*here*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)*.* * *There is an expectation that vulnerable children who have a social worker will continue to attend school/college, so long as they do not have underlying health conditions that put them at severe risk as set out in the Government guidance on shielding available* [*here*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)*.* * *Children and young people with an EHC plan in all health categories, including the most vulnerable, may continue to attend school/college as usual if their local authority risk assessment has determined this is appropriate, taking on board the views of their parents.* * *If a pupil/student in one of the categories outlined above lives with someone in a vulnerable health group, including those who are pregnant, they can attend school/college as the number of social interactions in the school/college environment will be reduced, due to there being fewer pupils/students attending, and social distancing and good hand hygiene being practised.* * *If a pupil/student in one of the categories outlined above lives in a household with someone who is in the most vulnerable health groups, as set out in the guidance on shielding available* [*here*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)*, they should only attend school/college if stringent social distancing can be adhered to, and the pupil/student is 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.* * *You’ll need to take steps to identify those pupils/students that may need to continue to attend school/college (i.e. those pupils/students deemed as vulnerable children and/or those whose parents’ work is critical to the COVID-19 response).* * *You’ll need to liaise with the local authorities and undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school/college, or whether their needs can be met at home safely. Further information is available in the Government guidance available* [*here*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people)*.* * *You’ll need to keep up to date on the latest Government guidance in case of any changes.*   *Example control measures may include:*   * *Review pupil/student records to confirm those who are deemed to be vulnerable children;* * *Liaise with the local authorities and undertake a risk assessment to establish the individual needs of each pupil/student with an EHC plan. This assessment should incorporate the views of the pupil/student and their parents. This will inform the decision about whether they should continue in school/college, or whether their needs can be met at home safely. The risk assessment should consider:* * *the potential health risks to the pupil/student from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required;* * *the risk to the pupil/student if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting;* * *the ability of the pupil’s/student’s parents or home to ensure their health and care needs can be met safely; and* * *the potential impact to the pupil’s/student’s wellbeing of changes to routine or the way in which provision is delivered.* * *Liaise with parents/carers to determine children of critical workers that may need to attend school/college; and* * *For pupils/students that will remain in attendance, confirm that all medical information held is up to date* |  |  |  |
| **Staff with underlying health conditions that may put them at increased or very high risk of severe illness from Coronavirus (COVID-19)** | *Staff*  *Severe illness or death as a result of contracting Coronavirus (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 Coronavirus (COVID-19). Information on the underlying health conditions that would cause a member of staff to be categorised as such are available* [*here*](https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults). * *Based on the latest Government guidance on social distancing - Coronavirus (COVID-19): implementing social distancing in education and childcare settings and available* [*here*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings)*:* * *Staff with serious underlying health conditions which put them at very high risk of severe illness from Coronavirus (COVID-19) must not attend work.* * *Staff with other conditions that mean they are at increased risk of serious illness as a result of coronavirus (COVID-19) should work from home where possible, and education and childcare settings should endeavour to support this.* * *If a member of staff lives with someone in a vulnerable health group, including those who are pregnant, they can attend their education or childcare setting, as the number of social interactions in the education or childcare environment will be reduced, due to there being fewer children attending, and social distancing and good hand hygiene being practised.* * *Schools/colleges should allow staff who live with someone in the most vulnerable health groups to work from home where possible.* * *You’ll need to keep up to date on the latest Government guidance on underlying health conditions that may put persons at either increased or very high risk of severe illness as these may change in line with the latest scientific research.*   *Example control measures may include:*   * *Review personnel records to identify any staff that may be at increased or very high risk of severe illness from Coronavirus (COVID-19);* * *Issue formal communication to staff to request that they urgently contact [name of designated contact] if they have an underlying health condition that puts them at either increased or very high risk of severe illness from Coronavirus (COVID-19);* * *Staff with serious underlying health conditions which put them at very high risk of severe illness from Coronavirus will need to self-isolate at home (in line with Government guidance on shielding) and should be advised that they must not attend work. Where possible, Line Managers to assign work that can be completed whilst they are home; and* * *For staff with underlying health conditions that put them at increased risk of severe illness from Coronavirus, Line Managers to seek alternative working arrangements to enable them to work from home wherever possible (and the school/college should endeavour to support this – further information is provided in the Government guidance for employers available* [*here*](https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19)*).* |  |  |  |
| **Lack of staff available to operate safe staff: pupil/student ratios and/or operate site**  **Staff may need to self-isolate due to having an underlying health condition that may put them at increased or very high risk of severe illness from Coronavirus (COVID-19), or as a result of either themselves or a member of their household developing symptoms of Coronavirus (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;* * *Healthcare staff;* * *Residential staff to supervise resident pupils/students; and* * *Teaching staff to supervise pupils/students attending site.* * *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 non-residential 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.* * *In addition, you’ll need to identify those staff that are site workers and who will be required to commute to and from the school/college site (e.g. teaching staff supervising pupils/students, SMT/SLT, estates/facilities/maintenance staff, catering staff, cleaning/housekeeping staff, healthcare staff etc.) and provide them with a letter on school/college headed paper confirming that they are required to work on site and their working days/hours. This will ensure that there are no issues should they be stopped by the police and asked about the purpose of their journey.*   *Example control measures may include:*   * *Review of key staff and 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; and* * *Identify those staff that are site workers and who will be required to commute to and from the school/college site (e.g. teaching staff supervising pupils/students, SMT/SLT, estates/facilities/maintenance staff, catering staff, cleaning/housekeeping staff, healthcare staff etc.) and provide them with a letter on school/college headed paper confirming that they are required to work on site and their working days/hours.* |  |  |  |
| **Suspected case of Coronavirus (COVID-19) on site**  **Staff, pupils/students and/or contractors may display symptoms of Coronavirus (COVID-19) whilst on site** | *All*  *Potential spread of Coronavirus (COVID-19) to other staff, pupils/students and others on site* | *Considerations*   * *Staff and pupils/students eligible to attend the school/college should stay at home if they are unwell with a new, continuous cough and/or a high temperature to avoid spreading infection to others, and/or if they are self-isolating due to another person within their household developing symptoms.* * *If a member of staff or contractor becomes ill with symptoms of coronavirus whilst on site they must be sent home and advised to follow the latest Government stay at home guidance available* [*here*](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 a case of disease. Further information is available from the Health & Safety Executive (HSE)* [*here*](https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm)*.* * *If a member of staff dies as a result of occupational exposure to coronavirus, then it is reportable to the enforcing authority under RIDDOR 2013. Further information is available from the Health & Safety Executive (HSE)* [*here*](https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm)*.* * *If a pupil/student becomes ill with symptoms of coronavirus whilst on site, they must be sent home with their parent/carer and advised to follow the latest Government stay at home guidance available* [*here*](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 coronavirus. This must be reported to the enforcing authority under RIDDOR 2013 as a dangerous occurrence. Further information is available from the Health & Safety Executive (HSE)* [*here*](https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm)*.* * *If a member of staff, contractor, or pupil/student 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 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. 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 taken unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.* * *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 Coronavirus).* * *You’ll need to keep up to date on the latest Government guidance on what to do if someone develops symptoms of Coronavirus (COVID-19) on site available* [*here*](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19), *as these may change in line with the latest scientific research.*   *Example control measures may include:*   * *Regularly brief staff and pupils/students on the symptoms of Coronavirus (COVID-19);* * *Display posters informing of symptoms (available to download* [*here*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876220/COVID19_Guidance_Education.pdf)*) in prominent locations;* * *Inform pupils/students, parents/carers, visitors, such as suppliers and contractors, not to visit the school/college if they are displaying any symptoms of Coronavirus (COVID-19) and to follow the latest Government stay at home guidance available* [*here*](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, contractor or pupil/student display symptoms whilst on site (Government guidance on this is available* [*here*](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19)*);* * *Ensure that staff, contractors, pupils/students, and where appropriate parents/carers, are briefed on the procedures to follow should they become ill with symptoms of coronavirus whilst on site and that this is refreshed periodically in line with any changes to the guidance and/or your procedures;* * *Confirm that all pupil/student and family emergency contact information held is up to date;* * *Confirm that all staff emergency contact information held is up to date;* * *For suspected cases, use* [*https://111.nhs.uk/covid-19*](https://111.nhs.uk/covid-19) *for identifying symptoms;* * *Identify suitable isolation 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 Government guidance;* * *Ensure that cases of Coronavirus (COVID-19) are reported to the enforcing authority where required under RIDDOR 2013 (as outlined* [*here*](https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm)*); and* * *Public Health England/Public Health Wales/Health Protection Scotland advice to be followed in relation to any suspected/confirmed cases.* |  |  |  |
| **Suspected case of Coronavirus (COVID-19) on site – residential staff and/or resident pupil/student**  **A member of residential staff and/or resident pupil/student may display symptoms of Coronavirus (COVID-19) whilst on site** | *All*  *Potential spread of Coronavirus (COVID-19) to other staff, pupils/students and others on site* | *Considerations*   * *Residential special schools and colleges are usually considered households for the purposes of the household self-isolation policy. Meaning, the setting should self-isolate if a resident displays symptoms.* * *The Government has produced a guidance document entitled ‘Coronavirus (COVID-19): guidance on isolation for residential educational settings’ available* [*here*](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)*. You’ll need to review this and consider how it applies to your setting and residential staff arrangements.* * *You’ll need to keep up to date on the latest Government guidance on isolation for residential educational settings as these may change.*   *Example control measures may include:*   * *Regularly brief residential staff and pupils/students on the symptoms of Coronavirus (COVID-19);* * *Display posters informing of symptoms (available to download* [*here*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876220/COVID19_Guidance_Education.pdf)*) in prominent locations within the residential areas;* * *Develop a written procedure outlining the steps to be followed should a member of residential staff and/or pupil/student display symptoms whilst on site (Government guidance on this is available* [*here*](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)*);* * *Ensure that residential staff and resident pupils/students are briefed on the procedures to follow should they become ill with symptoms of coronavirus 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; and* * *Public Health England/Public Health Wales/Health Protection Scotland advice to be followed in relation to any suspected/confirmed cases.* |  |  |  |
| **Provision of personal care to a pupil/student displaying symptoms of Coronavirus (COVID-19)** | *Staff*  *Potential spread of Coronavirus (COVID-19) between staff and pupils/students* | *Considerations*   * *If a pupil/student showing symptoms (a high temperature or a new, continuous cough) requires staff contact for personal care, schools/colleges should refer to the guidance on infection control procedures available* [*here*](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control)*.*   *Example control measures may include:*   * *Review and update procedures and risk assessments relating to provision of personal care in light of the Government infection control guidance available* [*here*](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control)*;* * *Review stocks of personal protective equipment (PPE) available in line with the recommendations in the Government guidance and purchase additional stocks if necessary; and* * *All staff that may undertake personal care to be provided with training on any changes to the procedures/risk assessments, including any new PPE (N.B. all training should be recorded).* |  |  |  |
| **Lack of adequate social distancing measures whilst staff, pupils/students and others are on site** | *All*  *Potential spread of Coronavirus (COVID-19) between staff, pupils/students and others on site* | *Considerations*   * *You should review the latest guidance on implementing social distancing in educational and childcare settings available* [*here*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings), *and determine how the advice can be applied at your school/college.* * *General guidance for employers and businesses on coronavirus (COVID-19), although not specific to education, is available* [*here*](https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19/guidance-for-employers-and-businesses-on-coronavirus-covid-19)*.* * *In line with the general guidance on social distancing, staff should work from home where possible. Although in practice, there will be very few staff in a school/college setting that will be able to perform their duties from home.* * *You’ll need to keep up to date on the latest Government guidance on social distancing as these may change.*   *Example control measures may include:*   * *Inform parents/carers or any visitors, such as suppliers, not to visit the school/college if they are displaying any symptoms of Coronavirus (COVID-19);* * *Review transport plans and reduce any unnecessary travel on school/college coaches, minibuses etc. where possible;* * *Brief staff and pupils/students regularly on the recommended social distancing measures available* [*here*](https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults)*.* * *Only essential staff meetings to take place and consider suitable social distancing methods such as use of video/teleconferencing, or where this is not possible, limiting the number of attendees and holding meetings in a large well-ventilated room where staff can remain at least 2m apart;* * *Ensure that class sizes reflect the numbers of teaching staff available and are kept as small as possible;* * *Stagger lunch times, break times, and the movement of pupils/students around the school/college to reduce large groups of pupils gathering;* * *Keep classes apart where possible (i.e. no assemblies or other large gatherings);* * *Discourage parents/carers from gathering at the school/college gates; and* * *Avoid the sharing of equipment between staff and/or pupils/students such as keyboards, phones, musical instruments etc., or where this is not possible, ensure that suitable cleaning and disinfection methods are employed between uses.* |  |  |  |
| **Offsite trips/educational visits** | *All*  *Travelling against FCO advice*  *Not adhering to latest social distancing guidance* | *Considerations*   * *From 6th April 2020, the Foreign and Commonwealth Office (FCO) is advising British nationals against all non-essential international travel indefinitely.* * *You’ll need to keep up to date on the latest Government guidance and plan any offsite trips/educational visits accordingly. Current guidance on social distancing recommends avoiding all non-essential domestic trips and use of public transport, where possible; and so clearly schools/colleges will not be organising any offsite trips/educational visits to take place during this time. However, as we move through this pandemic, Government advice is likely to change.* * *In the meantime, for any offsite trips/educational visits that are planned for the remainder of the academic year, schools/colleges are advised to:* * *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 your 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, pupils/students, contractors not implementing suitable hygiene practices** | *All*  *Potential spread of Coronavirus (COVID-19) between staff, pupils/students and others on site* | *Considerations*   * *Good hand and respiratory hygiene are 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 website* [*here*](https://campaignresources.phe.gov.uk/schools)*.* * *Some children, and young people with special educational needs, may be unable to follow social distancing guidelines, or require personal care support. In these circumstances, staff need to increase their level of self-protection, such as minimising close contact (where appropriate), cleaning frequently touched surfaces, and carrying out more frequent handwashing.* * *The Government have stated that they will shortly publish additional advice for settings caring for children and young people with complex needs.*   *Example control measures may include:*   * *Review stocks of hand soap and alcohol-based hand gel and purchase additional stocks if required;* * *Ensure that staff, pupils/students, visitors and contractors have access to suitable hand washing facilities (i.e. either hot running water and hand soap or alcohol-based hand gel);* * *Consider providing alcohol-based hand gel and tissues in prominent places and ensure that staff are charged with topping these up regularly;* * *Brief staff and pupils/students on the need to wash their hands regularly (and after using the toilet, 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/)*);* * *Regularly brief staff and pupils/students 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);* * *Regularly brief staff and pupils/students on the need to avoid touching their face (and especially the eyes, nose and mouth);* * *Display poster (available to download* [*here*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876220/COVID19_Guidance_Education.pdf)*) in key locations to remind staff, pupils/students and others of good hand and respiratory hygiene practices;* * *Where necessary (e.g. for young children and/or pupils/students with special educational needs), staff should supervise pupils/students to ensure they wash their hands for 20 seconds more often than usual (and after using the toilet, before eating, and after blowing their nose/sneezing/coughing) with soap and water or alcohol-based hand gel and catch coughs and sneezes in tissues; and* * *Ensure that any crockery and cutlery in shared kitchen areas (e.g. staff rooms) is cleaned with warm general purpose detergent and dried thoroughly before being stored for re-use.* |  |  |  |
| **Non-essential persons attending site** | *All*  *Potential spread of Coronavirus (COVID-19) between staff, pupils/students and others on site* | *Considerations*   * *Are there any 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.)?*   *Example 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; and* * *Review any lettings arranged during the current lockdown period and notify hirers of cancellation.* |  |  |  |
| **Lack of adequate cleaning regime for general areas** | *All*  *Potential spread of Coronavirus (COVID-19) between staff, pupils/students and others on site.* | *Considerations*   * *Adequate general cleaning processes are key to infection control and minimising the spread of COVID-19.* * *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’ll need to keep up to date on the latest Government guidance COVID-19: cleaning in non-healthcare settings (available* [*here*](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.*   *Example control measures may include:*   * *Review cleaning regime (e.g. consider areas of the school/college remaining in use, location of frequently touched objects and surfaces, suitability of existing cleaning substances and equipment used etc.), with a view to improving the frequency and intensity of cleaning;* * *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;* * *Ensure routine cleaning and disinfection of frequently touched objects and surfaces (e.g. door handles, handrails, tables etc.);* * *Cleaning staff to be provided with suitable PPE (i.e. disposable gloves and aprons as a minimum); and* * *Cleaning staff to be provided with training on any changes to the cleaning regime, including any new cleaning substances/equipment and/or PPE (N.B. all training should be recorded).* |  |  |  |
| **Lack of adequate cleaning regime for areas known or suspected to be contaminated (e.g. a residential housing suspected/confirmed cases of Coronavirus (COVID-19), isolation room used to house a suspected case etc.) prior to next use** | *All*  *Potential spread of Coronavirus (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 COVID-19: cleaning in non-healthcare settings (available* [*here*](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.*     *Example control measures may include:*   * *Review suitability of existing cleaning substances, equipment, and PPE for use on areas known or suspected to be contaminated;* * *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;* * *Staff or contract cleaners to follow the latest Government guidance on COVID-19: cleaning in non-healthcare settings available* [*here*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)*;* * *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;* * *Cleaning staff to be provided 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 visible bodily fluids from a person known to have or suspected of having COVID-19);* * *Cleaning staff to be provided with training on the latest Government guidance and this is refreshed in line with any changes to the guidance (N.B. all training should be recorded); and* * *Cleaning staff to be provided with training on any new cleaning substances, equipment and/or PPE (N.B. all training should be recorded).* |  |  |  |
| **Catering provision**  **Spread of infection through multi touch-points at drinks machines, salad bars and serveries** | *All*  *Potential spread of Coronavirus (COVID-19) between staff, pupils/students and others on site* | *Considerations*   * *There is currently no evidence that food is a source of Coronavirus (COVID-19) and it is very unlikely it can be transmitted through the consumption of food, according to EFSA (European Food Safety Authority). The main transmission route of the virus is assumed to be direct human to human contact. Based on what we know about similar viruses, the virus would be inactivated through thorough cooking and the disinfection of food preparation surfaces using appropriate methods (source: Food Standards Scotland, 24/03/2020).* * *If you manage the catering provision and/or your staff undertake any food preparation, then you will be responsible for ensuring that suitable procedures are place to minimise the risk of infection and that suitable training is provided. 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.* * *You’ll need to keep up to date on the latest Government guidance as this may be subject to change. Refresher training will need to be provided to staff undertaking food preparation following any changes to the guidance.*     *Example control measures may include:*   * *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, water fountains etc.).* * *Review and increase cleaning regimes for areas where food is prepared and consumed;* * *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;* * *Ensure that staff responsible for preparing food are aware of and follow the latest Government guidance by providing regular refresher training (N.B. all training should be recorded);* * *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 Coronavirus (COVID-19) pandemic, you may 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.* * *Social distancing should be maintained where reasonable throughout an evacuation. Your existing fire procedures may direct staff and pupils 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, 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.*   *Example 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;* * *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 at a cost of £18 per person);* * *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);* * *Staff working in areas of the school/college site that are not familiar to them to complete a walkthrough to identity escape routes, fire exits and assembly points; and* * *Ensure that pupils/students learning in areas of the school/college site that are not familiar to them are briefed on escape routes, fire exits and assembly points.* |  |  |  |
| **Lack of adequate trained first aid/administration of medication personnel** | *All*  *Various injuries/illness as a result of delayed access to first aid/administration of medication* | *Considerations*   * *As a result of the Coronavirus (COVID-19) pandemic, you may 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 and/or those responsible for administering medication. The risk of injury/illness is ever present, and as such you will need to ensure that your procedures continue to respond accordingly and are flexed and adapted to any changes in staff.*   *Example control measures may include:*   * *Review list of trained first aiders and those staff responsible for the administration of medication to determine who is available;* * *Review your first aid needs risk assessment to take account of reduced staff and pupils/students; and* * *Work to ensure that adequate coverage remains in place whilst the school/college site is operational.* |  |  |  |
| **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.* * *You may wish to consider prohibiting any higher risk activities, such as the use of DT machinery, during the pandemic to limit the likelihood of staff/pupil/student injuries (as access to healthcare is likely to be negatively impacted by the pandemic).*   *Example 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; and* * *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.*   *Example 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 (i.e. if you are able to complete inspections whilst adhering to the latest Government guidance) 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 as a result of social distancing and self-isolation, 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 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.*   *Example 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)*; and* * *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*   * *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. As a result, there is likely to be a significant increase in the infrequently used outlets which could give rise to a legionella risk if not addressed.*   *Example control measures may include:*   * *Identify all unoccupied buildings and internal/external areas of the site;* * *In light of the above, 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 legionella contractor for advice;* * *Ensure that both your legionella risk assessment and legionella written control scheme are updated in line with the above; and* * *Ensure that any staff tasked with actions relating to the legionella written control scheme (e.g. estates/facilities/maintenance staff etc.) are advised of the changes.* |  |  |  |
| **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*   * *You may have a number of staff that are now working from home, perhaps for the first time; 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 Health & Safety Executive (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’ available* [*here*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Temporary-Home-Wokers-Self-Assessment-Checklist.docx) *to assist you in this.* * *There are of course many challenges to ensuring the wellbeing of employees in their home as supervision and monitoring is more 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 Coronavirus (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’* [*here*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Working-from-Home-Guide-for-Employers-2.pdf), *and Public Health England has produced some useful guidance on the mental health and wellbeing aspects of Coronavirus (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)   *Example 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’* [*here*](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, school/college counsellors etc.);* * *Consider issuing a homeworker checklist to assist in identifying any individual issues (you can download our ‘Temporary Home Worker Self-Assessment Checklist* [*here*](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 working from home using a laptop 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; and* * *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*   * *You may have a number of pupils/students that are now 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 Coronavirus (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)*.*   *Example control measures may include:*   * *Provide pupils/students with guidance on how to safely learn at home. You can download our guidance document ‘Top Tips for Pupils Learning from Home’ (aimed at younger pupils)* [*here*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Top-Tips-Pupils_.pptx)*, and ‘Top Tips for Students Learning from Home’ (aimed at older pupils)* [*here*](https://hettleandrews.co.uk/wp-content/uploads/2020/03/Top-Tips-Students.pptx)*;* * *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.); and* * *Review communication channels for academic and pastoral support.* |  |  |  |
| **Lack of adequate pupil/student safeguarding procedures for virtual/online taught sessions** | *Staff and pupils/students*  *Various potential safeguarding issues* | *Considerations*   * *You may have a number of pupils/students that are now learning at home, and you’ll need to take steps to ensure that your safeguarding procedures are reviewed and updated against the latest Government guidance document ‘Coronavirus (COVID-19): safeguarding in schools, colleges and other providers’ (available* [*here*](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)*) 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 and pupils/students are clear on what is/is not acceptable in terms of methods of communication and consider how risks arising from virtual/online provision could be minimised. To assist you, NASS has produced detailed guidance on this, together with wider safeguarding considerations, available* [*here*](C://Users/44796/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/I1FIZHAN/safeguarding%20guidance%20-%20NASS%20COVID-19%20220320.pdf)*.* * *You’ll need to keep up to date with the Government guidance in case of any changes.*   *Example control measures may include:*   * *Review and update written safeguarding procedures against the Government guidance document ‘Coronavirus (COVID-19): safeguarding in schools, colleges and other providers’ (available* [*here*](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)*) to consider potential issues with the shift towards virtual/online teaching and learning (N.B. this could be achieved by creating an addendum to your existing policy); and* * *Communicate any changes in your safeguarding procedures to all staff.* |  |  |  |
| **Absence of the Designated Safeguarding Lead (DSL) or other key safeguarding staff** | *All*  *Lack of suitable safeguarding staff leading to issues with recording and reporting* | *Considerations*   * *The DSL, Deputy DSL and/or other key 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’ (available* [*here*](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 Government guidance 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:*   * *a trained DSL or deputy from the school or college can be available to be contacted via phone or online video - for example working from home* * *sharing trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video)*   *Where a trained DSL or deputy is not on site, in addition to one of the above options, 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.”*  *Example control measures may include:*   * *Review DSL/Deputy DSL and other key 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;* * *Review and update written safeguarding procedures against the Government guidance document ‘Coronavirus (COVID-19): safeguarding in schools, colleges and other providers’ (available* [*here*](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)*) to consider potential issues with the onsite availability of the DSL/Deputy DSL or other key safeguarding staff (N.B. this could be achieved by creating an addendum to your existing policy);* * *Ensure that school/college staff are kept up to date on any changes to the DSL, Deputy DSL or other key safeguarding staff –i.e. they should be aware of who to contact should they have any concerns, and how they can contact them; and* * *Communicate any changes in your safeguarding procedures to all staff.* |  |  |  |
| **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 | *Considerations*   * *As the pandemic evolves together with scientific knowledge of the virus, advice is being issued and amended almost daily. It is imperative that you keep up to date with the latest advice on Coronavirus (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/) * *Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision available at:* [*https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision*](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision) * *COVID-19: guidance for education settings available at:* [*https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19*](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19) * *Coronavirus (COVID-19): guidance on vulnerable children and young people available at:* [*https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people) * *Coronavirus (COVID-19): implementing social distancing in education and childcare settings available at:* [*https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings) * *Coronavirus (COVID-19): guidance on isolation for residential educational settings available at:* [*https://www.gov.uk/government/publications/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) * *COVID-19: cleaning in non-healthcare settings available at:* [*https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings) * *COVID-19: infection prevention and control (IPC) available at:* [*https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control*](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control) * *Guidance for employers and businesses on coronavirus (COVID-19) available at:* [*https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19/guidance-for-employers-and-businesses-on-coronavirus-covid-19*](https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19/guidance-for-employers-and-businesses-on-coronavirus-covid-19) * *The National Association of Independent Schools & Non-Maintained Special Schools (NASS) COVID-19 updates available at:* [*https://www.nasschools.org.uk/*](https://www.nasschools.org.uk/)   *Example control measures may include:*   * *Nominate a member of staff (or number of staff) to complete a daily review of the above and any other key information channels and feed back key points to SMT/SLT;* * *SMT/SLT 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 SMT/SLT; and* * *Ensure that this risk assessment and any related procedures are reviewed and updated in line with any changes to the guidance.* |  |  |  |
| ***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 Michelle Pearson (Risk Services Director) on 07966 198356 or email* [*michelle.pearson@hettleandrews.co.uk*](mailto:michelle.pearson@hettleandrews.co.uk) |  |  |  |

**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:** |  |