

Risk Assessment Template\* - Full Re-Opening of Schools During the Coronavirus Pandemic

School Name:	St Edward's Prep
Site Details:	Single site - 98 pupils aged 3-11, 22 staff
Risk Assessor's Name:	Tracy Glass
Risk Assessment Date:	25 <sup>th</sup> August 2020

Risk Rating System

Severity or most likely consequence

1 = Minor/ No Injury  
2 = Lost Time Injury  
3 = Major Injury/ Fatality

Likelihood of the incident occurring

1 = Unlikely/ Infrequent  
2 = Possible/Occasional  
3 = Likely/ Frequent

Risk Rating = Likelihood x Severity

1 or 2 = Low Risk/ Priority  
3 or 4 = Medium Risk/ Priority  
6 or 9 = High Risk/ Priority

**\*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.**

***This risk assessment is undertaken in compliance with the Management of Health and Safety at Work Regulations 1999 to aid the planning and monitoring of a safe reintroduction of the staff and pupils of the School from September 2020 in line with the government guidance.***

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.
Staff with underlying health conditions that may put them at increased or very high risk of severe illness from Coronavirus (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 Coronavirus whilst at work.	<p><i>Considerations</i> Schools 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, i.e. those that are <u>clinically vulnerable</u> or <u>clinically extremely vulnerable</u>.</p> <p>The latest <u>guidance for schools</u> states that: "Following the reduction in the prevalence of Coronavirus (Coronavirus) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so. This will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate. Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable.</p>	2	Yes	1a

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		<p><i>This will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</i></p> <p><i>Advice for those who are <a href="#">clinically-vulnerable, including pregnant women</a>, is available at link. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from Coronavirus</a>.</i></p> <p><i>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</i></p> <p><i>As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for <a href="#">clinically-vulnerable people</a>.</i></p> <p><i>Some people with particular characteristics may be at comparatively increased risk from Coronavirus (Coronavirus), as set out in the <a href="#">Coronavirus: review of disparities in risks and outcomes report</a>. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, schools should discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</i></p> <p><i>People who live with those who have comparatively increased risk from Coronavirus (Coronavirus) can attend the workplace.”</i></p>			
<p><b>Pupils with underlying health conditions that may put them at increased or very high risk of severe illness from Coronavirus (i.e. those that are classed as</b></p>	<p><i>Clinically vulnerable and clinically extremely vulnerable pupils.</i></p>	<p><i>Considerations</i>  <i>Schools need to take steps to identify those pupils that have underlying health conditions that may put them at either increased or very high risk of severe illness from Coronavirus, i.e. those that are <a href="#">clinically vulnerable</a> or <a href="#">clinically extremely vulnerable</a>.</i></p>	<p><b>3</b></p>	<p>Yes</p>	<p><b>1b</b></p>

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clinically vulnerable or clinically extremely vulnerable).	Severe illness or death as a result of contracting Coronavirus whilst at school.	<p>The latest <a href="#">guidance for schools</a> states that:            “We now know much more about Coronavirus (Coronavirus) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. Schools should note however that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has Coronavirus (Coronavirus)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of Coronavirus (Coronavirus). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent.</li> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). Schools can find more advice from the Royal College of Paediatrics and Child Health at Coronavirus - ‘<a href="#">shielding</a>’ <a href="#">guidance for children and young people</a>.</li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.”</p>			
<p>Lack of staff available to operate safe staff: pupil ratios and/or operate site.</p> <p>Staff may not be able to work on site as a result of:</p> <ul style="list-style-type: none"> <li>• Either themselves or a member of their household developing symptoms of Coronavirus;</li> </ul>	<p>All.</p> <p>Various potential injuries as a result of lack of supervision, and/or lack of site staff.</p>	<p>Considerations            Think about key staff required for the day-to-day operation of your site, for example:</p> <ul style="list-style-type: none"> <li>• Senior management;</li> <li>• 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;</li> <li>• Catering staff to provide food for staff and pupils;</li> <li>• Cleaning/housekeeping staff to maintain high levels of cleanliness;</li> </ul>	3	Yes	2

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<ul style="list-style-type: none"> <li>• Being notified to self-isolate by NHS Test &amp; Trace; and/or</li> <li>• Having an underlying health condition that results in them being clinically extremely vulnerable.</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Boarding staff to supervise boarders;</i></li> <li>• <i>First aid and medical staff (please refer to the section of this risk assessment entitled 'lack of adequate trained first aid/medical/administration of medication staff');</i></li> <li>• <i>Staff trained to assist in emergency evacuations (please refer to the section of this risk assessment entitled 'lack of adequate trained fire staff');</i> and</li> <li>• <i>Teaching staff to supervise pupils during classes and breaks.</i></li> </ul> <p><i>Then for each of these key groups schools need to 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, staff and pupils 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 in case they are not able to attend site etc.).</i></p> <p><i>It would also be useful to identify the key staffing scenarios that may trigger closure or partial closure of the school.</i></p> <p><i>Schools may wish to consider keeping key staff such as cleaners, estates/facilities/maintenance etc. in small 'bubbles' to reduce the risk of whole teams needing to self-isolate should one staff member develop symptoms.</i></p>			
<p><b>Suspected/ confirmed case of Coronavirus on site.</b></p> <p>Staff, pupils, contractors, and/or visitors may display symptoms of Coronavirus whilst on site and may subsequently test positive for Coronavirus.</p>	<p>All.</p> <p>Potential spread of Coronavirus to other staff, pupils and others on site.</p>	<p><i>Considerations</i></p> <p><i>If a member of staff, pupil, visitor (including parents) or contractor becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia) whilst on site they must be sent home and advised to follow the <a href="#">stay at home guidance</a>. They should not visit their GP, a hospital or a pharmacy. If their life is at risk or if they are seriously ill, then a member of staff should call 999. They must self-isolate for at least 10 days and should arrange to have a test to see if they have Coronavirus. Other members of their household should self-isolate for 14 days from when the symptomatic person first had symptoms.</i></p> <p><i>Tests can be booked online through the <a href="#">NHS testing and tracing for Coronavirus</a> website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes</i></p>	9	Yes	3 & 4

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		<p>anyone involved in education or childcare, have priority access to testing.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>if someone tests negative, if they feel well and no longer have symptoms similar to Coronavirus (Coronavirus), they can stop self-isolating. They could still have another virus, such as a cold or flu - in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>if someone tests positive, they should follow the '<a href="#">stay at home: guidance for households with possible or confirmed Coronavirus (Coronavirus) infection</a>' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li> </ul> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for Coronavirus (Coronavirus). Schools should contact the <a href="#">local health protection team</a>. This team will also contact schools directly if they become aware that someone who has tested positive for Coronavirus (Coronavirus) attended the school - as identified by NHS Test and Trace.</p> <p>If a member of staff is diagnosed as having Coronavirus attributed to an occupational exposure to Coronavirus, this must be reported to the enforcing authority under RIDDOR 2013 as an exposure to a biological agent using the <a href="#">case of disease report form</a>. Further information is available from the <a href="#">Health &amp; Safety Executive (HSE)</a>.</p> <p>If a member of staff, pupil, 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 should be mindful of individual pupils' needs - for</p>			

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		<p><i>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. 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 <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a>. 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.</i></p> <p><i>Consider that parents/carers/family members attending site to collect a pupil/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.</i></p> <p><i>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.</i></p> <p><i>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">Coronavirus: cleaning of non-healthcare settings guidance</a></i></p> <p><i>Staff, contractors and pupils should be made aware that they must inform a member of school staff prior to leaving the site (i.e. they should not just leave the site without informing that school that they have developed symptoms of Coronavirus).</i></p>			

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<p>Failure to implement suitable social distancing - general.</p>	<p>All.  Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p>Considerations</p> <ul style="list-style-type: none"> <li>Review the guidance on implementing social distancing in educational and childcare settings (available <a href="#">here</a>) and determine how the advice can be applied at your school.</li> <li>Consider the age of the children at the school and their ability to understand and comply with social distancing guidelines.</li> <li>Assess how children and staff might be 'grouped' most effectively to reduce contacts whilst offering a broad curriculum. This could include consistent grouping through year group or class 'bubbles' and limitations being placed on social spaces combined with messaging about the need to keep apart.</li> <li>Consider how <a href="#">wrap around care</a>, <a href="#">catering</a>, specialist teaching, <a href="#">transport</a> and <a href="#">boarding</a> are delivered, referring to specific guidance where applicable.</li> <li>Consider measures related to classroom layout and <a href="#">ventilation</a>, whole school movement, arrivals and departures, SEND, sport and break time are delivered.</li> <li>Consider how best to make use of outdoor space, especially whilst the weather remains reasonable during the early Autumn period.</li> <li>Consider how transit around the school occurs, especially through corridors, common rooms, playgrounds etc. Walk on the left policy?</li> </ul>	6	Yes	6a
<p>Failure to implement suitable social distancing measures - arrival and departure of staff and pupils</p>	<p>All  Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p>Considerations The latest <a href="#">guidance for schools</a> states that: "We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of</p>	4	Yes	6b

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		<p>their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. <a href="#">Guidance on safe working in education, childcare and children's social care</a> provides more advice.”</p>			
<p>Failure to implement suitable social distancing measures - classrooms and other teaching spaces</p>	<p>All  Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p>Considerations Review the section on ‘measures within the classroom’ in the latest <a href="#">guidance for schools</a> and decide how the social distancing principles can best be applied for your classrooms and other teaching spaces.</p>	3	Yes	6c
<p>Failure to implement suitable social distancing measures - common areas such as access paths, corridors, lifts, social spaces, playgrounds, toilets etc.</p>	<p>All  Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p>Considerations Review the section on ‘measures elsewhere’ in the latest <a href="#">guidance for schools</a> and decide how the social distancing principles can best be applied for your common areas such as access paths, corridors, lifts, social spaces, playgrounds, toilets etc. While passing briefly in a corridor or playground is considered low risk, schools should avoid creating busy corridors, entrances and exits. Schools may wish to mark up your agreed measures on building/site plans that can be distributed to staff and where relevant, pupil, parents/ carers.</p> <p>In terms of toilets, the latest <a href="#">guidance for schools</a> states that: “different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.”</p>	6	Yes	6d
<p>Failure to implement adequate social distancing and hygiene measures at lunchtime (and other mealtimes).</p>	<p>All  Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p>Considerations Schools’ll need to review the latest <a href="#">guidance for schools</a> and ensure that suitable social distancing and hygiene measures are in place for lunchtime and other mealtimes.</p> <p>‘The FSA’s advice is clear that it remains very unlikely that people can catch Coronavirus from food. Coronavirus is a respiratory illness and not known to be transmitted by exposure to food or food packaging’ (source: <a href="#">Food Standards Agency</a> 17/04/2020).</p>	4	Yes	6e



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		<i>[All other schools] If the school use a contract caterer, the school should liaise with them to ensure that the school are satisfied with the procedures and training that they have in place.</i>			
Failure to implement suitable social distancing measures - staff offices, meeting rooms, staff rooms/ rest areas, and changing rooms.	All  <i>Potential spread of Coronavirus between staff, pupils and others on site.</i>	<p><i>Considerations</i> The latest <a href="#">guidance for schools</a> states that “schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.”</p> <p>Schools will need to review the latest <a href="#">guidance for schools</a> and <a href="#">Working safely during Coronavirus in offices and contact centres</a> and decide how the social distancing principles can best be applied for your staff offices, meeting rooms and staff rooms/ rest rooms. Schools may wish to mark up your agreed measures on building/ room plans that can be distributed to staff.</p>	6	Yes	6g
Failure to implement suitable social distancing - large gatherings such as assemblies or collective worship.	All  <i>Potential spread of Coronavirus between staff, pupils and others on site.</i>	<p><i>Considerations</i> The latest <a href="#">guidance for schools</a> states that “schools should avoid large gatherings such as assemblies or collective worship with more than one group.”</p>	4	Yes	6h
Hazards associated with music activities	All.  <i>Potential spread of Coronavirus between staff, pupils and others on site.</i>	<p><i>Considerations</i> The latest <a href="#">guidance for schools</a> states: “Schools should note that there may be an additional risk of infection in environments where pupils or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.”</p> <p>Schools need to update your music activity risk assessments to consider the risks posed by Coronavirus and ensure that suitable control measures are in place in line with the latest guidance.</p>	3	Yes	7a

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<p>Hazards associated with sports or physical education</p>	<p>All.</p> <p>Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p><i>Considerations</i></p> <p>The latest <a href="#">guidance for schools</a> states:  <i>“Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</i></p> <p><i>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</i></p> <p><i>Schools should refer to the following advice:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p><i>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</i></p> <p><i>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.”</i></p> <p><i>Schools need to update your PE/Sport activity risk assessments to consider the risks posed by Coronavirus and ensure that suitable control measures are in place in line with the latest guidance.</i></p>	<p>3</p>	<p>Yes</p>	<p>7b</p>

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Hazards associated with non-overnight, domestic, educational visits.	All.  Travelling against FCO/ government advice.	<p><i>Considerations</i> The latest <a href="#">guidance for schools</a> states that: “We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">Coronavirus: travel guidance for educational settings</a>.</p> <p><i>In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.”</i></p> <p><i>It would be beneficial to compile an addendum to your Educational Visits Policy to consider the additional risks posed by Coronavirus and set out the specific procedures for Visit Leaders and others to follow when planning non-overnight domestic visits. When risk assessing educational visits, Visit Leaders will need to remain mindful of the local situation (e.g. R number and growth rate of Coronavirus for the area being visited).</i></p>	3	Yes	7c
Hazards associated with extra-curricular provision (e.g. breakfast, after-school provision and holiday clubs etc.)	All.  Potential spread of Coronavirus between staff, pupils and others on site.	<p><i>Considerations</i> The latest <a href="#">guidance for schools</a> states that: “Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</p>	5	Yes	7d

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		<p>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>Schools can consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the Coronavirus (Coronavirus) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.”</p> <p>If the school provide before/after school clubs or holiday clubs, the school will need to review the guidance mentioned above and complete and record a risk assessment. If any wraparound provision is delivered on your site by any third-party providers, the school should liaise with them to ensure that the school are satisfied with the risk assessment and procedures that they have in place.</p>			
<p>Staff and pupils contracting the virus through direct/ indirect transmission when travelling on school-operated transport</p>	<p>All.</p> <p>Staff and pupils may be at risk of contracting the virus on school-operated transport (e.g. minibuses, coaches etc.).</p>	<p>Considerations</p> <p>If the school provide transport for pupils to and from the school, for educational visits, and/or for sports fixtures, the school will need to consider the risk of direct and indirect transmission and implement suitable control measures to minimise the risk.</p> <p>The latest <a href="#">guidance for schools</a> states that: “Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two</p>	6	Yes	8

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		<p>metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</p> <p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding and/or disembarking</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> <li>• the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet.</li> </ul> <p>Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.”</p> <p>Schools should consider the above and ensure that your transport risk assessments are updated to consider the risks posed by Coronavirus.</p>			
<p>Staff, pupils, contractors and visitors not implementing suitable hygiene practices to limit the risk of direct and indirect transmission.</p>	<p>All.</p> <p>Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p>Considerations</p> <p>Good hand and respiratory hygiene is imperative in the fight to minimise the spread of the virus, and so the school will need to ensure that adequate handwashing facilities are available and that staff and pupils are regularly briefed on good hand and respiratory hygiene practices. Posters and lesson plans on general hand hygiene can be found on the <a href="#">eBug</a> and <a href="#">Public Health England</a> website.</p> <p>Schools 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.</p>	6	Yes	9

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>The latest <a href="#">guidance for schools</a> states that:  “Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.”</li> </ul>			
<b>Contractors/ visitors attending site.</b>	All.  Potential spread of Coronavirus to staff pupils and others from persons visiting site.	<p><i>Considerations</i>  Schools 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, the school should ensure that reasonable precautions are taken to prevent them potentially transmitting the virus to your staff, pupils or other persons on site.</p> <p>We have produced a template <a href="#">Visitor and Contractor Induction Checklist</a> which may assist the school in this. Please note that this addresses risks associated with Coronavirus, and so should be used in conjunction with your existing induction procedures.</p>	<b>9</b>	Yes	10
<b>Use of supply teachers and other temporary or peripatetic teachers</b>	All.  Potential spread of Coronavirus between staff, pupils and others on site.	<p><i>Considerations</i>  The latest <a href="#">guidance for schools</a> states that:  “Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and <a href="#">Crown Commercial Service’s agency supply deal</a> when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.</p>	<b>9</b>	Yes	11

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs."</p>			
<p>Lack of adequate cleaning regime for general areas leading to indirect transmission of the virus through contact with contaminated surfaces.</p>	<p>All.  Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p>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. .</p> <p>Schools need to undertake a thorough review of your general cleaning regime in line with the guidance document <a href="#">Coronavirus: cleaning in non-healthcare settings outside the home</a> to ensure that cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms / shared areas that are used by different groups; and</li> <li>• frequently touched surfaces being cleaned more often than normal (e.g. door handles, lift buttons, sinks, taps, light switches, toilets, handrails, work surfaces etc.).</li> </ul> <p>Schools need to liaise with teaching staff and cleaning staff/ contractors to ensure that a new regime is agreed and implemented.</p> <p>If the school employ cleaning staff, then the school will 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 the school use a contract cleaner, the school should liaise with them to ensure that</p>	<p>3</p>	<p>Yes</p>	<p>12a</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		the school are satisfied with the procedures, PPE and training that they have in place.			
Lack of adequate cleaning regime for shared items/equipment leading to indirect transmission of the virus through contact with contaminated surfaces.	All.  Potential spread of Coronavirus between staff, pupils and others on site.	<p>Considerations The latest <a href="#">guidance for schools</a> states that: “Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of Coronavirus (Coronavirus) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.”</p> <p>Schools need to:</p> <ul style="list-style-type: none"> <li>• Agree on the equipment/resources that can be shared;</li> <li>• Agree on the items that staff and pupils can bring into school; and</li> <li>• Liaise with teaching staff and cleaning staff/ contractors to ensure that a new regime for the cleaning of shared equipment/resources is agreed and implemented, and provide training where relevant.</li> </ul>	6	Yes	12b



Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
<p>Lack of adequate cleaning regime for areas known or suspected to be contaminated (e.g. a boarding house used to quarantine suspected/ confirmed cases of Coronavirus, isolation room used to house a suspected case etc.).</p>	<p>All.</p> <p>Potential spread of Coronavirus between staff, pupils and others on site.</p>	<p><i>Considerations</i> If schools employ cleaning staff, then they are 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 the school use a contract cleaner, the school should liaise with them to ensure that the school are satisfied with the procedures, PPE and training that they have in place.</p> <p>Schools need to keep up to date on the latest government guidance document <a href="#">Coronavirus: cleaning in non-healthcare settings outside the home</a> 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.</p>	<p>9</p>	<p>Yes</p>	<p>12c</p>
<p>Lack of adequately trained fire staff.</p>	<p>All.</p> <p>Various injuries ranging from minor to serious, or death arising from poorly executed fire evacuation.</p>	<p><i>Considerations</i> As a result of the Coronavirus pandemic, the staff on site may change due to illness of either themselves, other members of their household, or close contacts; and this could include managers and other staff with key roles in your fire evacuation procedures (e.g. responsible persons, fire managers, fire wardens/marshals etc.). The risk of fire is ever present, and as such the school will need to ensure that your procedures continue to respond accordingly and are flexed and adapted to any changes in staff.</p>	<p>3</p>	<p>Yes</p>	<p>13a</p>
<p>New fire hazards as a result of implementing control measures for Coronavirus.</p>	<p>All.</p> <p>Increased risk of fire, and/or delays in persons evacuating from the building.</p>	<p><i>Considerations</i> Schools' existing fire procedures may direct staff and pupils to fire assembly points with limited space, resulting in staff/pupils being in close proximity to each other and breaching current social distancing advice.</p> <p>As a result of the change in operations to implement social distancing measures, staff and pupils may be working and learning in areas of the school site that are not familiar to them and so may not be aware of the escape routes and assembly points.</p> <p>Schools will need to consider any potential new fire hazards introduced as a result of implementing control measures for Coronavirus, 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.).</p>	<p>3</p>	<p>Yes</p>	<p>13b</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<p><i>Schools should ensure that your fire risk assessment and fire procedures are reviewed and updated as a result of any changes. Schools might also need to adjust your fire drill and practise it in the first week when more pupils return</i></p> <p><i>Schools should ensure that any Personal Emergency Evacuation Plans (PEEPs) are reviewed and updated as a result of any changes to your fire procedures.</i></p> <p><i>Schools will need to ensure that any changes to the fire risk assessment and/or your fire procedures are communicated to staff.</i></p>			
<p><b>Lack of adequately trained first aid/ medical/ administration of medication staff.</b></p>	<p><i>All.</i></p> <p><i>Various injuries/illness as a result of delayed access to first aid/administration of medication.</i></p>	<p><i>Considerations</i></p> <p><i>As a result of the Coronavirus pandemic, the staff on site may change due to illness of either themselves, other members of their household, or close contacts; and this could include trained first aiders, on-site medical staff, and/or those responsible for administering medication. The risk of injury/illness is ever present, and as such the school will need to ensure that your procedures continue to respond accordingly and are flexed and adapted to any changes in staff.</i></p>	<p><b>3</b></p>	<p>Yes</p>	<p><b>14a</b></p>
<p><b>Provision of first aid/ medical treatment to symptomatic individuals/confirmed cases.</b></p>	<p><i>Staff administering first aid/ medical treatment.</i></p> <p><i>Staff administering first aid/ medical treatment could contract Coronavirus from the individual being treated.</i></p>	<p><i>Considerations</i></p> <p><i>First aiders and in-house medical staff may need to provide treatment to symptomatic individuals, resulting in a risk of them contracting Coronavirus and spreading it to others.</i></p> <p><i>The government guidance document <a href="#">Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</a> states that when caring for someone with symptoms of Coronavirus:</i></p> <ul style="list-style-type: none"> <li><i>• “a [fluid-resistant surgical] face mask (also known as Type IIR) should be worn if a distance of 2 metres cannot be maintained</i></li> <li><i>• if contact is necessary, then gloves, an apron and a [fluid-resistant surgical] face mask should be worn</i></li> <li><i>• eye protection (for example a face visor or goggles) if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting</i></li> </ul>	<p><b>9</b></p>	<p>Yes</p>	<p><b>14b</b></p>

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		<p>If a child tests positive for Coronavirus (Coronavirus) and needs to remain in a residential setting, the same type and level of PPE as above should be used.</p> <p>When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on <a href="#">how to put PPE on and take it off safely</a> in order to reduce self-contamination.”</p>			
Lack of risk assessments for any new/adapted teaching activities.	<p>All.</p> <p>Various injuries arising from teaching activities.</p>	<p>Considerations</p> <p>During this time school staff may choose to introduce new or adapted activities for their pupils. These new or adapted activities may not fall under the school's existing risk assessments and so this will need to be addressed. Schools 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.</p>	1	Yes	15
Legionella risk arising from unused buildings and/or parts of the premises.	<p>All.</p> <p>Exposure to legionella bacteria leading to serious illness or death.</p>	<p>Considerations</p> <p>If buildings have been closed or had reduced occupancy during the Coronavirus outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. 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 the school liaise with your water hygiene contractor to determine what steps need to be taken prior to reopening. Advice on this can be found in the HSE guidance on <a href="#">Legionella risks during the Coronavirus outbreak</a> and in <a href="#">Managing school premises during the Coronavirus (Coronavirus) outbreak</a>.</p>	1	Yes	16
Staff working from home - risks associated with use of Display Screen Equipment (DSE) and mental health/emotional wellbeing.	<p>Staff.</p> <p>Aches and pains from adopting poor posture whilst using DSE.</p> <p>Fear/anxiety/stress caused by difficulty in completing work, and lack of social interaction.</p>	<p>Considerations</p> <p>Even in September, the school may still have some staff working from home (e.g. those that are self-isolating), or the school may need to make the switch to virtual provision as a result of a local lockdown. Schools need to ensure that suitable measures are in place to protect and promote their health, safety and welfare. Schools 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.</p> <p>The HSE have confirmed that there is no increased risk for DSE work for those working at home temporarily. So in that situation employers do not need to do home workstation assessments. However, the school</p>	1	No	17

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<p>could provide workers with advice on completing their own basic assessment at home and we have produced a <a href="#">Temporary Home Worker Self-Assessment Checklist</a>.</p> <p>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 Coronavirus pandemic, adds further challenges as they are unlikely to have appropriate workstations in their home. Schools can download our guidance document <a href="#">Working from Home: A Brief Guide for Employers</a>.</p> <p>If the school have employees that are likely to be working from home on a long-term basis then the school 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 <a href="#">HSE</a>.</p>			
Poor pupil wellbeing	Pupils.  Fear, anxiety, and poor mental health.	<p><b>Considerations</b> The latest <a href="#">guidance for schools</a> states that: "Pupils may be experiencing a variety of emotions in response to the Coronavirus (Coronavirus) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The Department for Education, Public Health England and NHS England are <a href="#">hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students</a>, and a recording will be available to access online afterwards - see <a href="#">DfE - Supporting pupil and student mental wellbeing</a> for further details. This includes hearing from experts on the</p>	3	Yes	18

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<p><i>impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking."</i></p> <p>And:</p> <p><i>"Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</i></p> <ul style="list-style-type: none"> <li><i>• support the rebuilding of friendships and social engagement</i></li> <li><i>• address and equip pupils to respond to issues linked to Coronavirus (Coronavirus)</i></li> <li><i>• support pupils with approaches to improving their physical and mental wellbeing</i></li> </ul> <p><i>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a <a href="#">Coronavirus (Coronavirus) staff resilience hub</a> with materials on peer support, stress, fear and trauma and bereavement.</i></p>			
<p><b>Fear/ anxiety caused by returning to school.</b></p>	<p><i>Staff, pupils, and parents/ carers.</i></p> <p><i>Staff, pupils, and/or parents/ carers may suffer negative mental health effects as a result of fear/ anxiety about returning to the school.</i></p>	<p><i>Considerations:</i></p> <p><i>Individuals will respond in different ways to being asked to return to school. Some may have little or no concerns, but for others it may cause high levels of fear and anxiety and have a negative impact on their mental health. It is important that the school try to establish the likely impact that returning to the school will have on mental health and take steps to alleviate worries or concerns where possible.</i></p> <p><i>The latest <a href="#">guidance for schools</a> states that:</i></p> <p><i>"Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from Coronavirus (Coronavirus), including</i></p>	<p><b>3</b></p>	<p>Yes</p>	<p>See 18</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<p><i>those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</i></p> <p><i>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc)."</i></p>			
<p><b>Pupils learning at home - risks associated with use of Display Screen Equipment (DSE) and mental health/emotional wellbeing.</b></p>	<p><i>Pupils.</i></p> <p><i>Aches and pains from adopting poor posture whilst using DSE.</i></p> <p><i>Fear and anxiety caused by difficulty in completing work, and lack of social interaction with friends.</i></p>	<p><i>Considerations</i></p> <p><i>Even after reopening in September, the school may still have pupils learning at home (e.g. those that are self-isolating), or the school may need to make the switch to remote learning as a result of a local lockdown. For those pupils learning at home, the school will 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 available <a href="#">here</a>, together with guidance for parents and carers available <a href="#">here</a>.</i></p>	<p><b>1</b></p>	<p>Yes</p>	<p>19</p>
<p><b>Pupils with SEND</b></p>	<p><i>SEND Pupils.</i></p> <p><i>SEND pupils are not adequately supported.</i></p>	<p><i>Considerations</i></p> <p><i>The latest <a href="#">guidance for schools</a> states that:</i></p> <p><i>"Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</i></p> <p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual."</i></p> <p><i>And</i></p> <p><i>"Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools</i></p>	<p><b>1</b></p>	<p>Yes</p>	<p><b>20</b></p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<i>should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.”</i>			
Lack of adequate pupil safeguarding procedures for virtual/online taught sessions, including 1:1 sessions such as music lessons etc.	Staff and pupils.  Various potential safeguarding issues.	<p><i>Considerations</i>  Even after reopening in September, the school may still have pupils learning at home (e.g. those that are self-isolating), or the school may need to make the switch to remote learning as a result of a local lockdown. Schools need to take steps to ensure that your child protection/safeguarding procedures are reviewed and updated against the latest government guidance documents <a href="#">Coronavirus (Coronavirus): safeguarding in schools, colleges and other providers</a> and <a href="#">Safeguarding and remote education during Coronavirus (Coronavirus)</a> to consider this shift in teaching and learning. The guidance document states that “most children are being educated at home during the Coronavirus (Coronavirus) outbreak, so school leaders and teachers are having to adjust to remote education strategies. While this is happening, it is important that schools continue to follow safeguarding procedures.” Schools need to ensure that staff are clear on what is/is not acceptable in terms of methods of communication with their pupils and consider how risks arising from virtual/online provision (especially 1:1 sessions such as music lessons) can be minimised.</p> <p><i>In addition, the school may wish to direct parents/ carers to read the relevant guidance document at <a href="#">Coronavirus (Coronavirus): support for parents and carers to keep children safe online.</a></i></p>	3	Yes	21a
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	<p><i>Considerations</i>  The DSL, Deputy DSL and/or other key child protection/safeguarding staff may be absent from the school (i.e. as a result of either themselves or a member of their household developing symptoms of Coronavirus, or being notified of the need to self-isolate by NHS Test &amp; Trace).</p> <p>Schools 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 <a href="#">Coronavirus (Coronavirus): safeguarding in schools, colleges and other providers</a>, the school will need to ensure that a DSL or deputy is available.</p>	3	Yes	21b

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<p><i>The above guidance document states that:</i>  <i>“As more children return, it is expected that schools and colleges will have a trained DSL (or deputy) available on site. However, it is recognised that in exceptional circumstances this may not always be possible, and where this is the case there are two options to consider:</i></p> <ul style="list-style-type: none"> <li><i>• 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</i></li> <li><i>• sharing trained DSLs (or deputies) with other schools or colleges (who should be available to be contacted via phone or online video)</i></li> </ul> <p><i>Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take 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.</i></p> <p><i>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.”</i></p>			
<p><b>Failure to update the child protection/ safeguarding policy to reflect new procedures as a result of Coronavirus</b></p>	<p><i>Staff and pupils</i></p> <p><i>Various potential child protection/ safeguarding issues</i></p>	<p><i>Considerations</i>  <i>The government guidance document <a href="#">Coronavirus (Coronavirus): safeguarding in schools, colleges and other providers</a> states that:</i>  <i>“Schools and colleges will have an effective child protection policy in place reflecting business as usual. This should already have been updated to reflect the response to Coronavirus. The planned return of more children is an appropriate time to consider a further review (led by a DSL or deputy, wherever possible). In some cases, a Coronavirus annex/addendum that summaries any key Coronavirus related changes might be more effective than re-writing and re-issuing the whole policy.”</i></p>	<p><b>3</b></p>	<p>Yes</p>	<p>21c</p>
<p><b>Lack of adequate communication related to Coronavirus procedures to staff, pupils, parents/ carers, contractors and visitors</b></p>	<p><i>All</i></p> <p><i>Staff, pupils, parents, contractors and visitors not</i></p>	<p><i>Considerations:</i>  <i>Schools need to provide lots of different information to different groups of people prior to and upon reopening, and so it would be beneficial to compile an internal and external communication plan to consider:</i></p>	<p><b>3</b></p>	<p>Yes</p>	<p>22</p>



Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
	<p><i>being made aware of procedures</i></p>	<ul style="list-style-type: none"> <li>• <i>What information needs to be communicated;</i></li> <li>• <i>When (i.e. before reopening, upon arrival, ongoing etc.);</i></li> <li>• <i>To whom (i.e. staff, pupils, parents, visitors, contractors etc.);</i></li> <li>• <i>Person(s) responsible;</i></li> <li>• <i>Means of communication; and</i></li> <li>• <i>How various communications, such as staff/pupil inductions etc., will be evidenced.</i></li> </ul> <p><i>You could review the ‘description of hazard’ column in this risk assessment to identify the key communication points required to formulate your plan.</i></p> <p><i>Some staff are likely to require additional training to assist with your new measures, and so it would be beneficial to complete a training needs analysis. Again the school could review the ‘description of hazard’ column to identify any additional internal/external staff training requirements (e.g. what to do in the event of a suspected case, cleaning staff on new regimes/equipment/substances, first aiders/medical staff on treatment of symptomatic individuals, use of PPE etc.) and then assign persons responsible for organising and target dates. Schools should ensure that sufficient records are kept for any internal training provided (e.g. who attended, when the training was provided, and what was covered) to assist in claims defensibility if needed.</i></p>			
<p><b>Failure to consult with staff and others on the risks presented by Coronavirus.</b></p>	<p><i>Staff.</i></p> <p><i>Staff are not provided with the opportunity to actively contribute to the risk assessment process.</i></p>	<p><i>Considerations:</i></p> <p><i>The latest <a href="#">guidance for schools</a> states that:</i></p> <p><i>“Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risks from Coronavirus (Coronavirus) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.”</i></p> <p><i>And:</i></p>	<p><b>6</b></p>	<p>Yes</p>	<p>23</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<p><i>"It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, the school cannot decide who the representative will be.</i></p> <p><i>At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety."</i></p> <p><i>Schools need to decide on how best to involve staff and others in the process.</i></p>			
<p><b>Failure to develop a contingency plan for outbreaks.</b></p>	<p>All.</p>	<p>Considerations: The latest <a href="#">guidance for schools</a> states that: "For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to Coronavirus (Coronavirus). See section on <a href="#">remote education support</a>."</p> <p><i>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils."</i></p>	<p>6</p>	<p>Yes</p>	<p>24</p>
<p><b>Failure to implement and adhere to the latest government advice/guidance</b></p>	<p>All.</p> <p><i>Failure to adhere to government advice/guidance resulting in increased risk of infection.</i></p>	<p>Considerations As the pandemic evolves together with scientific knowledge of the virus, advice is being issued and amended regularly. It is imperative that the school keep up to date with the latest public health and other advice on Coronavirus available at websites such as:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/Coronavirus">https://www.gov.uk/Coronavirus</a></li> <li>• <a href="https://www.nhs.uk/conditions/Coronavirus-Coronavirus/">https://www.nhs.uk/conditions/Coronavirus-Coronavirus/</a></li> <li>• <a href="#">Coronavirus: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</a></li> </ul>	<p>3</p>	<p>Yes</p>	<p>25</p>

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Risk Rating 1 - 9	Additional Action Required? (Yes / No)	Action Ref. No.
		<ul style="list-style-type: none"> <li>• <a href="#"><u>Stay at home: guidance for households with possible or confirmed Coronavirus (Coronavirus) infection</u></a></li> <li>• <a href="#"><u>Guidance for full opening: schools</u></a></li> <li>• <a href="#"><u>Coronavirus (Coronavirus): guidance on isolation for residential educational settings</u></a></li> <li>• <a href="#"><u>Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u></a></li> <li>• <a href="#"><u>Managing school premises during the Coronavirus outbreak</u></a></li> <li>• <a href="#"><u>Coronavirus (Coronavirus): safeguarding in schools, colleges and other providers</u></a></li> <li>• <a href="#"><u>Safeguarding and remote education during Coronavirus (Coronavirus)</u></a></li> <li>• <a href="#"><u>Coronavirus: travel guidance for educational settings</u></a></li> <li>• <a href="#"><u>Coronavirus: cleaning in non-healthcare settings outside the home</u></a></li> <li>• <a href="#"><u>Coronavirus (Coronavirus): safer travel guidance for passengers</u></a></li> <li>• <a href="#"><u>Independent Schools' Bursars Association (ISBA)</u></a></li> <li>• <a href="#"><u>Independent Schools Council (ISC)</u></a></li> <li>• <a href="#"><u>Association of School and College Leaders (ASCL)</u></a></li> <li>• <a href="#"><u>Boarding Schools' Association (BSA) latest Coronavirus updates</u></a></li> </ul>			