RISK ASSESSMENT

Shropshire Council

A. Outline of activity or task to be assessed: Managers to use these generic controls to assist in documenting their local approach to the use of offices/buildings.

Form No.
July 2020

Group/Service Area:

Work Activity: Working in the Schools during Covid19 Pandemic. (Refreshed Example)
Based on guidance issued 02/07/2020

Workplace/Team

Date of Assessment:25th August

Date for Re-assessment

Name of Assessors:
Signature:

Manager:
Signature:

Hazard is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

Level of risk = likelihood x severity

B. Risk Matrix – This section is used for guidance to complete section C.

5 x 5 RISK ASSESSMENT MATRIX

Increasing consequence or severity ↑						
	5	**5 low**	**10 med**	**15 med**	**20 high**	**25 high**
	4	**4 very low**	**8 low**	**12 med**	**16 med**	**20 high**
	3	**3 very low**	**6 low**	**9 low**	**12 med**	**15 med**
	2	**2 very low**	**4 very low**	**6 low**	**8 low**	**10 med**
	1	**1 very low**	**2 very low**	**3 very low**	**4 very low**	**5 low**
		1	2	3	4	5

Increasing likelihood or probability ➔

PRIORITY OF ACTION

High	17 - 25	Unacceptable – Stop work or activity until immediate improvements can be made.
Medium	10 – 16	Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.
Low	5 - 9	Adequate but look to improve by next review.
Very Low	1 – 4	Residual risk acceptable and no further action will be required all the time the control measures are maintained.

Score	Likelihood / Probability	Description
5	Very likely / Almost certain	Event is expected to occur in most circumstances
4	Likely	Event will probably occur in most circumstances
3	Fairly likely / Possible	Event could occur at some time
2	Unlikely	Event is not likely to occur in normal circumstances
1	Very unlikely	Event may occur only in exceptional circumstances

Score	Consequence/Severity	Description
5	Catastrophic / Severe / Fatality	Death or permanent disability to one or more persons
4	Major injury / ill health	Hospital admission required, eg, broken arm or leg
3	Moderate (over 7-day injury)	Medical treatment required, over 7-day injury
2	Minor injury / ill health	First aid is required
1	Insignificant / no injury	Injuries not requiring first aid treatment

C. Use information from section B to identify level of risk for each hazard

	What are the Hazards?	Who might be harmed and how the hazard could cause harm	What are you already doing? (Existing Controls)	Risk Level Low/Med/ High	What further actions are necessary	Residual Risk Level Low/Med/ High	Action	
							Who	When
1	**Catching or spreading Coronvirus – general considerations**	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	• Ensure suitable levels of staff are maintained • Ensure people who are ill stay at home – ensure that pupils, staff and other adults do not come into school if they have COVID-19 symptoms or have tested positive in the last 7 days, or who have someone in their household who does. • If anyone in the school becomes unwell with a new, continuous cough or anosmia , they must be sent home and advised to follow https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance • Reduce the amount of people you come into contact with and maintain social distancing (wherever possible) in line with current guidance. This can be done by: ○ Grouping children together into 'bubbles' which will be classes ○ Avoiding contact between 'bubbles' – staggered break times etc ○ Arranging classrooms with forward facing desks ○ Staff maintaining distance from pupils and other staff as much as possible – ideally 2 metres, whilst recognising that this is not always possible • Ensure robust hand and respiratory hygiene	Low – to be reviewed by school in light of local controls				

			measures are in place –
			• Cleaning hands thoroughly more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered - risk assess children who may not be able to perform this action independantly
			  ○ Ensure there are enough handwashing or sanitiser stations available
			  ○ Supervise hand sanitiser use given risks around ingestion
			  ○ Skin friendly skin cleaning wipes can be used as an alternative
			  ○ Support younger children and those with complex needs in following routines
			• Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach – provide aqequate tissues, use lidded bins and double bagging of waste
			• Additonal support will need to considered for some pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers
			• Ensure enhanced cleaning arrangements are in place – use standard cleaning products, such as detergents and bleach. Ensure products have a COSHH risk assessment
			  ○ Clean frequently touched surfaces more often than usual
			  ○ More frequent cleaning of rooms / shared areas
			  ○ Different groups do not need to be allocated their own toilet blocks –
					ALL USE OF HAND SANITISER TO BE STRICTLY SUPERVISED
					
					COSHH RISK ASSESSMEN T IN CORONA FILE ON SHAREPOINT AND SIGNED BY ALL STAFF			

			clean toilets regularly
			
			• Ensure active engagement is made with the NHS Test and Trace process
			
			  ○ Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team and how to book a test
			  ○ Keep contact details of all visitors, staff and pupils
			  ○ By autumn term, all schools will be provided with a small number of home testing kits to give to symptomatic staff and pupils if they display symptoms at school
			  ○ If someone tests positive, (even if they are asymptomatic) they should stay at home and follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'
			
			https://www.shropshire.gov.uk/local_outbreak_plan
			
			Guidance on shielding and protecting people who are clinically extremely vulnerable is available
			
			Guidance for those who are clinically-vulnerable, including pregnant women is available
			
			Pregnant members of Staff
			
			A separate pregnant member of staff risk assessment should be completed for all these staff.
			
			• Members of staff that are pregnant fall into the clinically vulnerable group identified by the NHS and schools should endeavour to support staff to work from home. Those who are pregnant are strongly advised to follow
					NO VISITORS OR ADDITIONAL ADULTS ON SITE UNLESS BY PRIOR ARRANGEMENT			

			the social distancing guidance. • However, if pregnant members of staff cannot work from home, they should be offered the safest available on-site roles and practise social distancing. Schools will need to undertake a specific risk assessment for pregnant staff and decide whether or not such staff can safely return to the workplace. • The Royal College of Obstetricians & Gynaecologists have produced guidance which includes specific guidance for public facing roles. This advises that pregnant women who can work from home should do so. If they can't and work in a public-facing role it should be modified appropriately to minimise exposure. In particular, it places emphasis on employers undertaking a risk assessment, to determine whether women who are pregnant can continue working in public facing roles. • The NHS have also provided guidance for pregnant women: https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk-from-coronavirus/pregnancy-and-coronavirus/ and https://www.nhs.uk/start4life/pregnancy/coronavirus-covid19-advice-during-pregnancy/ • Review fire safety arrangements including emergency evacuation routes to maintain social distancing wherever possible.					

2	**Maintaining Social Distancing at School**	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	• Minimise contacts and mixing between people by reducing the number of contacts between children and staff • Organise groups of children in 'bubbles', as described in How to group children and maintain distance between individuals or groups where possible and in line with the current guidance • Consider how mixing into wider groups may be organised to accommodate specialist teaching, wraparound care, transport or boarding in residential schools. • Alternative Provisions may wish to consider smaller size 'bubbles' or whole school 'bubbles' as part of their system of control and to best meet the neesd of their students • Ensure staff who need to move between classes and year groups, practise social distancing as much as possible, although this may not always be practical • Organise classrooms and other learning environments such as workshops and science labs, to maintain space between seats and desks where possible to support distancing • Seat pupils side by side and facing forwards. Follow current guidance for Measures within the classroom • Seek further advice from CLEAPSS for practical lessons and guidance documents. - GL344 for advice on D&T (including food tech) - GL345 for advice on Science • Office space - try to minimise or prevent hot desking – designate separate spaces where practicable.	Low – to be reviewed by school in light of local controls	Numbers for these groups have been dramatically restricted. Groups have been instructed to use the outdoor space only except for essential indoor activity			

			• Refresh the timetable to decide which lessons or activities will be delivered ○ **Music –** consider additional risk of infection in environments where others are singing, chanting, playing wind/brass instruments or shouting ○ Consider physical distancing / playing outside where possible ○ Cap group sizes at 15 maximum ○ Position pupils back to back ○ Avoid sharing instruments ○ Ensure good ventilation ○ Singing, wind and brass playing should not take place in larger groups eg. assemblies / choirs ○ **Physical activity in schools –** ○ Keep pupils in consistent 'bubbles' ○ Sports equipment thoroughly cleaned between use by different 'bubbles' ○ Avoid contact sports ○ Prioritise outdoor sports ○ Where large indoor spaces are used, maximise distance between pupils and prioritise hygeine and cleaning *Guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport* *advice from organisations such as the Association for Physical Education and the Youth Sport Trust*		Drum and guitar lessons to have cleaning ritual undertaken by teacher between each pupil			
			• Refresh the timetable to reduce movement around the school: ○ Consider which lessons or classroom activities could take place outdoors		THE ONLY PUPIL MOVEMENT AROUND SCHOOL WILL BE TO USE THE BATHROOMS. CHILDREN MUST NOT			

					RUN ERRANDS TO OTHER CLASSROOMS OR THE OFFICE			
			○ Assembly to be class based ○ Zoned break times (including lunch), so that all children stay in their bubble. Follow current guidance for Measures elsewhere ○ Stagger drop-off and collection times ○ Plan parents' drop-off and pick-up protocols that minimise adult to adult contact ○ Outdoor playground equipment should be more frequently cleaned. Ensure that multiple 'bubbles' do not use it simultaneously. For guidance follow this link COVID-19: cleaning of non-healthcare settings. ○ For the latest advice about managing playgrounds and outdoor gyms follow this link https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms • Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers • Institutions offering residential provision will		Alphabetical system – use of large field and one-way system If you use it – you are responsible for washing it ready for the next group.			

			also need to consider the maximum number of children or young people they can safely accommodate in residences					
3	**Reduce mixing within education or childcare settings (including supply teachers, peripatetic teachers and / or other temporary staff who may move between schools) by:**	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual • Supply teachers, peripatetic teachers and other temporary staff, who move between schools, should ensure they minimise contact and maintain as much distance as possible from other staff. • Access rooms directly from outside where possible • Consider one-way circulation, or place a divider down the middle of the corridor to keep 'bubbles' apart as they move through the setting where spaces are accessed by corridors • Children should have their lunch outside or if the weather is bad, in their classrooms • Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • Different groups do not need to be allocated their own toilet blocks – clean toilets regularly • Some children and young people will need additional support to follow these measures (for example, routes around school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)	Low – to be reviewed by school in light of local controls	Visitors to be pre-arranged and kept to a minimum All classes have their own access route One child per class at any one time to the toilet Y6 may use the single toilet			

			Use outside space:
			
			• For exercise and breaks
			• For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
			• Outdoor playground equipment should be more frequently cleaned For guidance follow this link COVID-19: cleaning of non-healthcare settings. For the latest advice about managing playgrounds and outdoor gyms follow this link https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms
			
			For shared rooms:
			
			• Use village hall and external sports facilities for lunch and exercise.
			• If 'bubbles' take staggered breaks between lessons, these areas can be shared as long as different 'bubbles' do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance
			• Stagger the use of staff rooms and offices to limit occupancy:
			  ○ Consider how the management of breaks and lunchtimes for staff who are allocated to a group, will not mix with other groups
			  ○ Organise how measures will be put in place in the staff room to allow for social distancing – access to facilities, safe space to relax and take time out
			
			Reduce the use of shared resources:
					Only one class per day to access VH
					
					Staff to use staff room or breakfast club for preparation of drinks etc and sit a 'space' apart. Area to be kept well ventilated and everyone responsible for cleaning up after			

			• By limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff By seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently. • Children asked to bring in own pencilcases (or have packs of stationary labelled with their name on) • 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 or rotated to allow them to be left unused or out of reach for a period of 48 hours (72 hours for plastics) between use by different 'bubbles' N.B. Seek further advice from CLEAPSS for practical lessons, guidance documents GL344 for further advice on D&T (including food Tech) or GL345 guidance for science departments in a partially re-opened school.		themselves. Children to handle their own exercise books. Their will be no obligation for the staff to closely handle or intensively mark these books until a safe period of time has elapsed. Understanding and learning can be assessed in many other ways			
4	**Managing Customers, Contractors and visitors**	Staff, pupils parents, guardians, visitors, including clinically vulnerable	**Contractors** • Insist visits via remote connection/working where this is an option • Only necessary visits to assist the running of the school, during the virus and lockdown, should be allowed in school • Where site visits are required, site guidance on social distancing and hygiene should be	Low – to be reviewed by school in light of local controls				

		and clinically extremely vulnerable	explained to visitors on or before arrival • Limit the number of visitors at any one time • Limit visitor times to a specific time window and restricting access to required visitors only • No visitors or contractors during drop off and pick up times • Determine if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people, eg. carrying out services at night. • Maintain a record of all visitors (including contact details) to support the NHS Test and Trace process. • Revise visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions. **Customers and Visitors-** • Provide clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, eg. by phone, on the website or by email. • Establish host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors. • Review entry and exit routes for visitors and contractors to minimise contact with other people.		SEPARATE ENTRY DOOR FOR ARRANGED VISITORS			
5	**Workplace and furniture contamination**	Staff, pupils parents, guardians, visitors, including clinically vulnerable	• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). • Limit or restrict use of high-touch items and equipment, for example, printers or	Low – to be reviewed by school in light of local controls	STAFF ONLY TO USE LARGE TOUCHSCREENS			

		and clinically extremely vulnerable	whiteboards.
			
			Hygiene: handwashing, sanitation facilities and toilets
			
			• Use signs and posters to maintain personal hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency
			• Ensure that all adults and children:
			  ○ Frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning
			  ○ Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
			  ○ Are encouraged not to touch their mouth, eyes and nose
			  ○ Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')
			• Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments
			• Set clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible.
			• Enhance cleaning for busy areas.
			• Provide more waste facilities and more frequent rubbish collection.
			• Provide hand drying facilities: either paper towels or hand dryers
			• Follow the COVID-19: cleaning of non-healthcare settings guidance
			• Clean surfaces that staff, children and young people are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, more regularly than normal
					SINKS IN EVERY CLASSROOM
					
					HAND SANTIZER AT EACH EXTERNAL DOOR – SUPERVISED USE ONLY			

			• Ensure that help is available for children and young people who have trouble cleaning their hands independently • Consider how to encourage young children to learn and practice these habits through games, songs and repetition • Ensure that lidded / pedal bins for tissues are emptied throughout the day. Ensure regular cleaning of lids • Where possible, all spaces should be well ventilated using natural ventilation, air conditioning units (adjusted to use fresh air only) and fans. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronvirus outbreak • Prop doors open, where safeguarding and fire regulations allow • Use your local suppliers for proportionate supplies of soap, anti-bacterial gel and cleaning products if needed • Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal **Changing rooms and showers** • Where shower and changing facilities are required, setting clear use and cleaning guidance for showers, lockers and changing rooms to ensure they are kept clean and clear of personal items and social distancing is achieved as much as possible. • Introduce enhanced cleaning of all facilities regularly during the day and at the end of the day. **Handling goods, merchandise and other materials, and onsite vehicles if appropriate.** • Cleaning procedures for goods and merchandise entering the school site.					

			• Cleaning procedures for vehicles if appropriate e.g. Minibuses, lawn mowers.					
6	**Use of personal protective equipment (PPE) and face coverings in school settings against COVID -19**	Staff, pupils parents, guardians, visitors, including clinically vulnerable and	• Children and staff may arrive at school wearing a face covering especially if they have arrived via public transport. Schools should therefore have a process for removing face coverings when pupils and staff arrive at school. Guidance on this can be found in section 5 ○ Instruct pupils / staff not to touch the	Low – to be reviewed by school in light of local controls				

		clinically extremely vulnerable	front of their face covering during use or removal ○ Wash hands immediately on arrival (as is always the case) ○ Dispose of temporary face coverings in a covered (lidded) bin or place reusable coverings in a plastic bag, they can take home with them ○ Wash hands again • https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools • Wearing a face covering or face mask in schools or other education settings is **not recommended**. • Schools and other education or childcare settings should not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. • Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. They can also impair normal breathing of children • **The majority of staff in education settings will not require PPE beyond what they would normally need for their work,** even if they are not always able to maintain social distancing. PPE is only needed in a very small number of cases including: ○ Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive		STAFF MAY WEAR A FACE COVERING IF THEY PREFER Teaching energetically and with emphasis could present the same 'transfer' risk as singing or coughing. Y5/6 PUPILS MAY WEAR a mask within a classroom if it is the preference of their parents due to the documented potential risk of older children catching or spreading the virus. NO			

			their care in the same way ○ If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE.		INDIVIDUAL WITH BREATHING DIFFICULTIES SHOULD WEAR A MASK			
7	**Catering facilities**	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	• Consult with the catering company if separate from school staff to see what they are able to provide • Consider the following: ○ Practicality of providing food for pupils and staff ○ Achieving social distancing ○ Separate sittings be for reduced numbers ○ Additional time needed to clean areas between sittings • School kitchens can continue to operate, but must comply with the guidance for food businesses on coronovirus (COVID-19)		Children bringing packed lunches in the first instance, take up for packed lunches or jacket potatoes and capacity for delivery to be assessed as weather becomes cooler			
8	**First aid**	Staff, pupils	In emergencies, social distancing should be observed if possible, but this may not always be	Low – to be				

		parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	possible. As a minimum, consider the following: • Review the number of first aiders, fire marshals and Evac chair operators required if the building occupancy and use has changed. Additional measures may be required\implemented in view of staff shortages. • Training will be required for any additional equipment used under the changing circumstances. First Aiders must be aware of the new protocols with regard to Covid19 • PEEPS (Personal Emergency Evacuation Plan) – may need reviewing for disabled people/people with assistance dogs/use of lifts due to changes in social distancing or evacuation routes. • Ensure adequate first aid and associated provision is made at all times • Ensure adequate PPE if provided for use of staff in all emergencies including first aid and fire • Provide all necessary means of cleaning equipment following any type of emergency • All occasions when CPR is required this will be carried out in accordance with current protocols from the Resuscitation Council the F/A needs assessment will identify any additional equipment and training needs • Where there is a possible risk of infection all necessary precautions must be followed face, and eye protection and contact with the casualties airway must be avoided. Chest compressions and defibrillations must be applied while waiting for the ambulance and advance lifesaving care • For a paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and	reviewed by school in light of local controls				

			the death of the child. The advice from the Resuscitation Council (UK) is that rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival • First aiders need additional support and training in use of additional PPE if close contact with a patient is required. E.g. changes to EAV/CPR due to Covid 19. • Additional measures may be required\implemented in view of staff shortages.					
9	**Accidents\ incidents**	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	• Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority. • Reporting of COVID-19 cases to Health & Safety Team. (RIDDOR 2013 requirements for HSE reporting) • Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children\students	Low – to be reviewed by school in light of local controls				
10	**Emotional distress of the staff - including anxiety**	Staff, pupils, including clinically vulnerable and clinically extremely vulnerable	• At least one SLT member of staff on site every day for staff to share concerns with • Open door policy • Appoint mental health first aiders to support staff • Staff to be included with the decision making, risk assessments • Regular briefings to discuss phased returns and changes to processes. Consultation with staff to address concerns • Review staff work and rest rooms to ensure social distancing can be adhered to • Staff should be provided with an allocated space such as staff room or alternative rooms where they can go for break times. A safe space for staff to relax and rest between sessions should be made available. • Staff break and lunchtimes must be rotated	Low – to be reviewed by school in light of local controls				

	Emotional distress of the pupils		into the school day • Make details of counselling available to staff e.g. NOSS • Share other contacts/sources of information such as MIND • Referral to Occupational Health for clarity on circumstances someone in school should be working under depending on health • Staff to have access to a designated member of staff to address concerns with. Where possible work place adaptations should be considered to support staff member • Mental health, including anxiety is a recognised medical health need and should be treated in the same way as other medical needs by seeking additional information and working with staff member to ensure risks are reduced • Pupils to be supported by staff • Look at ways of being able to support a child if in need of comfort. • SEN pupils - review assessments to be able to further assist pupils who will not understand the changes • Access a free webinar Supporting pupil and student mental wellbeing					
11	**Transport arrangements** **Wider public transport**	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	**Staff, parents and children:** • Encourage parents, staff and children and young people to walk or cycle to their education setting where possible • Consider using 'walking buses' • Make sure schools, parents and young people are aware of the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel	Low – to be reviewed by school in light of local controls				

	Dedicated school transport, including statutory provision		• Makie sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus • Ensure transport providers, as far as possible, follow hygiene rules • Ensure that transport arrangements cater for any changes to start and finish times • Consider how pupils are grouped together on transport, where possible, this should reflect the 'bubbles' that are adopted within school • Consider the use of hand sanitiser upon boarding and / or disembarking • Encourage additional cleaning of vehicles • Organise queuing and boarding where possible • Maintain social distancing within vehicles where possible • Consider the use of face coverings for children over the age of 11, where appropriate, eg. if they are likely to come into very close contact with people outside of their group or who they do not normally meet • Take appropriate actions to reduce risk if hygiene rules and social distancing are not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts • Social distancing will be a problem in vehicles. Consider only one person to use at a time and vehicle cleaned thoroughly before and after each use. **Local authorities or transport providers** could consider the following: ○ Guidance or training for school transport colleagues ○ Substitute smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle					

			and increase the amount of space between passengers ○ Cordon off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out ○ Communicate revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) **Receiving deliveries of goods**: • Minimise unnecessary contact with staff and delivery staff for example non-contact deliveries where the nature of the product allows for use of electronic pre-booking • Order larger quantities of inbound materials less often to reduce deliveries • Where possible and safe, having single employees load or unload vehicles • Where possible, using the same pairs of people for loads where more than one is needed • Encourage drivers to stay in their vehicles where this does not compromise their safety and existing safe working practice, such as preventing drive-aways • Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for example pallet trucks and trolleys • Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical • Regular cleaning of reusable delivery boxes					
12	**Use of car park for cars, and other forms of transport**	Staff, pupils parents, guardians,	• Car parking/spacing of cars for staff • Staggered arrival times • Use of bikes - revise the siting of bikes and again stagger times of	Low – to be reviewed by school	NO parents to be allowed to park on car park			

		visitors, including clinically vulnerable and clinically extremely vulnerable	arrival and maybe dedicate different area to secure bikes	in light of local controls				
13	**When schools reopen other areas will need consideration. e.g. building related hazards -e.g. fire safety management, building evacuation, equipment checks Legionella, etc.**	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	Please see appendix A a separate risk assessment for premise building related issues for inspections, maintenance checks etc. required. Fire risk assessment will need reviewing in light of the control measures implemented due to staff shortage, alterations of evacuation routes, different exits used to maintain social distancing.	Low – to be reviewed by school in light of local controls	Each class will be using it's fire exit / door to external areas as a matter of course			
14	**Consultation and communication**	Staff, pupils parents, guardians, visitors including clinically vulnerable and clinically extremely vulnerable	Ensure the risk assessment is updated in line with the current guidance and there is consultation with staff and trade unions on the control measures Certain measures will also need to be shared with parents eg. staggered start and finish times					

If more hazards are identified please add more boxes

D. Safe Systems of Work to be outlined below by using the information in Section C once completed:

- All staff to be given sufficient information\training to be able to work safely and where practicable maintain the distancing protocol.
- Additional measures will be necessary if dealing with shielded and clinically vulnerable children and young people see COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.

- Or clinically vulnerable adults see Staying at home and away from others (social distancing) guidance

- Continue monitoring and review risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed above)
- Ensure that all health and safety compliance checks e.g. premise, safety and security systems have been undertaken before opening and sufficient staff are available to undertake these tasks See Appendix A for Premise checklist.
- All building equipment is deemed safe to use and has received appropriate checks by competent persons. Including all fire safety related equipment (emergency lights, fire detection equipment, fire extinguishers etc.) passenger lifts, etc.
- Site staff to manage the risk from legionella on site before schools open and then continue the test regimes.
- Lone working in parts of the building is managed – use of radios and regular check in etc etc. No higher risk activities e.g. work at height to be undertaken unless necessary.

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Communication to all parties is essential:

- tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)
- tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
- tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
- also think about engaging parents and children in education resources such as e-bug and PHE schools resources
- ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers
- talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
- communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers
- discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this

E. Circulation List

Please list people who have been informed of the assessment.

NAME	DESIGNATION	SIGNATURE	DATE

Appendix A

The following checklist has been prepared to guide premise managers. It is aimed at identifying actions that need to be taken to make the building and site safe. Within the checklist are items that have statutory duties attached such as examination, inspection, maintenance, servicing and testing. All of these will have been managed before the lockdown and should have been continued even though buildings have been closed or partially open.

It is essential that compliance is achieved before reoccupation.:

Each building should have an identified person responsible for premise management.

Building / Infrastructure / Systems	Action	Checked	Comments / Defects / Damage
Site: • Perimeter fencing, hedges, gates etc. • Trees • Waste storage areas and waste bins	• Boundary integrity • Risk assessments up-to-date; no damage • Secure – waste collection still occurring	Y	Some storm damage to tree, to be removed. Visual check for furtherweakness undertaken.
Building: • Roof (inc. chimneys) • Facias, gutters, downpipes • Walls • Windows • Exterior doors • Door canopies • Paths • Roads, car park, gates / barriers	• Defects or damage • Doors opening properly with no restrictions • No defects or damage; in working order • Slip or trip hazards (uneven, holes etc.) •	Y	Some minor potholing to car park, request parent help to repair.
Interior: • Ceilings • Walls • • Doors – final exits open (fire, emergency) • Fire doors (close and fit as intended) • Stairs / steps / ramps • Handrails • Floors (floor coverings) •	• No defects or damage likely to affect building users • Fire Doors checked for fit and opening • No slip or trip hazards	Y	Majority of doors to be safely left open.
Infrastructure: • Gas (turned on, no leaks) • Electricity (CB / RCD checks, sockets)	• Gas supply confirmed; no smell of gas on entering building / room • Check circuit breakers to see if any have tripped; Operate RCD(s) to confirm operation; inspect sockets for damage / overload	Y	Major trip incurred as a result of storm. Reset and checked by qualified electrician.

• Water system • Heating (boiler etc.) • Ventilation • Kitchens • Toilets / showers • Swimming pools / hydrotherapy pools	• Ensure supply; check for leaks; legionella controls (see below) • Boiler operational (heating and hot water) – maintenance and servicing carried out according to schedule • Check system operation; change filters • Check all equipment; inspect kitchen and food storage areas for inspects / vermin; dispose of food past sell-by date; enhanced cleaning • Enhanced cleaning; legionella controls • Cleaning regime • Follow PWTAG guidance		Dishwasher repaired, microwave to be replaced
Systems: • Fire detection and alarm (see below) • Emergency lighting (see below) • Security • Communications - telephony • IT – WiFi • Pressure systems	• All detectors, call points and detectors operational; weekly testing performed • Battery test to check e-lighting operational • Alarm system working • Phone lines operational • WiFi working • Statutory examination, maintenance and servicing undertaken according to schedules	Y	Working with a general area fault Server reinstated following electrical trip out
Equipment: • IT – computers, monitors etc. • OHP / Whiteboards • Fire extinguishers • Access equipment / ladders • Kitchen equipment – kettles, microwaves etc.	• All IT equipment operational and without faults • Equipment in good working order • Serviced annually • Visual inspections for damage / defects • Visual inspections; PAT tests if required	Y	

• Lifts (see below) / lifting equipment	• Statutory examination, maintenance and testing completed according to schedule		
Maintenance, testing and servicing: • Gas safe certificate • EIRC (Fixed wiring) and PAT (electricity) • Water (temperature, flushing, cleaning, disinfecting etc.) – see below	• Gas safe certificate within date • EIRC within date; PA tests completed according to schedule On returning to buildings that have been fully closed for more than a week, Shropshire Council's Asset Management Team advise: • *Thermal disinfection following plant shutdowns and holiday periods of over one weeks duration, by raising the temperature of the distribution system to 60°C for more than one hour and running each outlet for five minutes, working back from the most remote outlet to the calorifier.* • *Cold outlets shall be run with the respective hot outlet.* • *Flushing of all WCs, with lids closed, following plant shutdowns and holiday periods of over one weeks duration.* • Check with Tim Othen if further advise required. Advice on this from the Health and safety Executive can also be found in the guidance Legionella risks during the coronavirus outbreak	Y	
Other Areas: • Science and D&T departments need to be checked by experienced staff and follow CLEAPSS Guidance	• Seek further advice from CLEAPSS for practical lessons guidance documents GL344 for further advice on D&T (including food Tech) or GL345 guidance for science departments in a partially re-opened school.	N/A	