

## COVID RISK ASSESSMENT

Updated 5.3.21

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
<p>Staff with underlying health conditions that may put them at moderate or high risk of severe illness from COVID-19 (i.e. those that are classed as clinically vulnerable or clinically extremely vulnerable).</p>	<p>Clinically vulnerable and clinically extremely vulnerable staff.</p> <p>Severe illness or death as a result of contracting COVID-19 whilst at work.</p>	<p>For staff who are CEV, or live with someone who is CEV, the latest <a href="#">guidance for schools</a> states: "CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is <a href="#">guidance for everyone in this group</a>. It provides advice on what additional measures individuals in this group can take.</p> <p>Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.</p> <p>For staff who are CV, or live with someone who is CV, the latest <a href="#">guidance for schools</a> states: "CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p> <p>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home."</p>	<ul style="list-style-type: none"> <li>List of CEV and CV staff maintained</li> <li>CEV staff advised to not to attend the workplace at this time</li> <li>Line managers to consider whether working from home might be possible for CEV staff</li> <li>CV staff encouraged to discuss with line managers whether an individual risk assessment is required</li> </ul>	<p>No</p>
<p>Staff who may otherwise be at increased risk from COVID-19</p>	<p>Staff who may otherwise be at increased risk from COVID-19.</p> <p>Severe illness or death as a result of contracting COVID-19 whilst at work.</p>	<p>For staff who may otherwise be at increased risk from COVID-19, or live with someone who may be otherwise at increased risk from COVID-19, the latest <a href="#">guidance for schools</a> states: "Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.</p> <p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home."</p>	<ul style="list-style-type: none"> <li>List of staff who notify us that they may otherwise be at increased risk maintained</li> <li>Staff encouraged to discuss with line managers whether an individual risk assessment is required</li> </ul>	<p>No</p>
<p>Pregnant staff</p>	<p>Pregnant staff.</p>	<p>You are likely to already have procedures in place to complete a pregnancy risk assessment for staff upon being notified of their pregnancy. You should ensure that the risk of contracting COVID-19 in the</p>	<ul style="list-style-type: none"> <li>Pregnancy Risk Assessment completed, to included COVID-19 as a hazard</li> </ul>	<p>No</p>

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
	Severe illness or death as a result of contracting COVID-19 whilst at work.	workplace is considered as part of the pregnancy risk assessment as this may help identify any additional action that needs to be taken to mitigate risks. As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. Pregnant women are considered clinically vulnerable, and so you will need to follow the <a href="#">specific guidance for pregnant employees</a> . In some cases pregnant women may also have other health conditions that mean they are considered clinically extremely vulnerable, where the advice for clinically extremely vulnerable staff will apply.	<ul style="list-style-type: none"> <li>Remind staff to notify the school without delay if they become pregnant, to enable a risk assessment to be completed</li> <li>Regular review of risk assessment</li> </ul>	
Pupils with underlying health conditions that may put them at moderate or high risk of severe illness from COVID-19 (i.e. those that are classed as clinically vulnerable or clinically extremely vulnerable).	<p>Clinically vulnerable and clinically extremely vulnerable pupils.</p> <p>Severe illness or death as a result of contracting COVID-19 whilst at school.</p>	<p>You are likely to already have a list of pupils that fall into either the <a href="#">clinically vulnerable</a> (CV) or <a href="#">clinically extremely vulnerable</a> (CEV) group. However, as knowledge of the virus has evolved, the list of conditions that would cause persons to fall into either of these groups has changed, and so you may have some pupils that now fall into these groups who did not do so previously.</p> <p>For pupils who are CEV, the latest <a href="#">guidance for schools</a> states:            “We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician.</p> <p>The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.</p> <p>You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.”</p>	<ul style="list-style-type: none"> <li>List of CEV and CV pupils maintained</li> <li>Advise parents/carers of pupils identified as CEV that they must not attend school</li> <li>Provision of remote education for CEV pupils not attending school</li> <li>Parents asked to provide details of medical evidence (e.g. letter advising them to shield)</li> </ul>	No
Hazards associated with setting up and operating an Asymptomatic Testing Site (ATS) using lateral flow devices (LFDs) in line with the government’s mass	All.  Spread of COVID-19, as well as various injuries (e.g. slips/trips/falls,	The latest <a href="#">guidance for schools</a> states: “Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils we are moving to a home testing model (for pupils, following the first 3 onsite tests). The	<ul style="list-style-type: none"> <li>Separate risk assessment for ATS in place</li> <li>Ensure that all staff and volunteers are aware of the risk assessment and have completed the necessary training</li> <li>Provision of PPE</li> <li>Rules around social distancing and good hand/respiratory hygiene in place</li> </ul>	No

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
<p>asymptomatic testing programme</p>	<p>manual handling of test deliveries etc.).</p>	<p>lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged."</p> <p>You'll need to review the government guidance and all associated resources to complete and record a risk assessment for setting up and operating an Asymptomatic Testing Site (ATS). You may wish to use this <a href="#">NHS Test &amp; Trace Risk Assessment template</a> as a base for your own. In addition, we would recommend that the risk assessment considers the hazards posed by individuals being tested becoming complacent in following your COVID-19 protective measures upon notification of a negative LFD test result. Staff and pupils should be advised that the tests are not 100% accurate, and so it is important that they adhere to the rules at all times.</p> <p>Please note that as set out in the <a href="#">schools guidance</a> and <a href="#">Coronavirus (COVID-19) asymptomatic testing in schools and colleges</a>, participation in testing for both staff and pupils is voluntary (although strongly encouraged). Staff/pupils do not need to provide proof of a negative test result to attend school in person.</p>	<ul style="list-style-type: none"> <li>• Consent forms required from all pupils and staff</li> </ul>	
<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 COVID-19;</li> <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>	<p>All.</p> <p>Various potential injuries as a result of lack of supervision, and/or lack of site staff.</p>	<p>You'll need to 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> <li>• Boarding staff to supervise boarders;</li> <li>• 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 personnel');</li> <li>• Staff trained to assist in emergency evacuations (please refer to the section of this risk assessment entitled 'lack of adequate trained fire personnel'); and</li> <li>• Teaching staff to supervise pupils during classes and breaks.</li> </ul> <p>Then for each of these key groups you'll need to try and identify the minimum service requirements to keep the site functioning safely and make contingency plans where possible should staffing levels fall below what is required (e.g. for a day school, 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 incase they are not able to attend site etc.).</p>	<ul style="list-style-type: none"> <li>• Additional boarding house staffed, to provide a contingency (Duckworth House)</li> <li>• Shift patterns for Catering staff to ensure that continuity of service can be provided</li> <li>• Domestic staff operate in separate working bubbles</li> <li>• Support staff identified who might provide additional pupil supervision</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>It would also be useful to identify the key staffing scenarios that may trigger closure or partial closure of the school (N.B. this may already be covered in your general business continuity plans).</p> <p>You may wish to consider keeping key staff such as cleaners, medical staff, estates/facilities/maintenance etc. in small 'bubbles' to reduce the risk of whole teams needing to self-isolate should one staff member develop symptoms.</p>		
<p><b>Suspected/ confirmed case of COVID-19 on site.</b></p> <p><b>Staff, pupils, contractors, and/or visitors may display symptoms of COVID-19 whilst on site and may subsequently test positive for COVID-19.</b></p>	<p>All.</p> <p>Potential spread of COVID-19 to other staff, pupils and others on site.</p>	<p>If a member of staff, 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>. If a pupil 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 with their parent/carer and advised to follow the <a href="#">stay at home guidance</a>. If their life is at risk or if they are seriously ill, then a member of staff should call 999. They should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to. They must self-isolate for at least 10 days and should arrange to have a test to see if they have COVID-19 (N.B. the isolation period includes the day the symptoms started and the next 10 full days). Other members of their household should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>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 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 (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>if someone tests positive, they should follow the '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) 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 (anosmia). This is because a cough or anosmia can last for several week since the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</li> </ul> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). If you would like support on the action you should take to</p>	<ul style="list-style-type: none"> <li>Rapid testing programme for staff and Senior School pupils using Lateral Flow Devices (LFDs) will help to identify asymptomatic individuals</li> <li>Daily temperature check on arrival of all pupils</li> <li>Posters detailing symptoms and the need to self-isolate if exhibiting any of these, prominently on display around school and a standing item in A View of The Close</li> <li>Protocol for isolating symptomatic staff or pupils</li> <li>Seating plans for lessons and minibuses used and recorded, to help identify close contacts</li> </ul>	<p>No</p>

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>respond to a positive case, you can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice.</p> <p>The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>If a member of staff is diagnosed as having COVID-19 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 dies as a result of COVID-19 and there is reasonable evidence that a work-related exposure caused the worker's death then this must be reported to the HSE under RIDDOR 2013 as a death due to exposure to a biological agent using the <a href="#">case of disease report form</a>. Workplace fatalities must be reported to the HSE by the quickest practicable means without delay, and a report of that fatality must be sent within 10 days of the incident. Further information is available from the <a href="#">Health &amp; Safety Executive (HSE)</a>.</p> <p>If an accident or incident at work has, or could have, led to the release or escape of coronavirus (SARS-CoV-2), this must be reported to the enforcing authority under RIDDOR 2013 as a <a href="#">dangerous occurrence</a>. Further information is available from the <a href="#">HSE</a>.</p> <p>Symptomatic individuals should avoid using public transport and, wherever possible, be collected by a member of their family or household. 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 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</a></p>		

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p><a href="#">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 must 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.</p> <p>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.</p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)</li> <li>• they have tested positive from an LFD test as part of a community or worker programme</li> </ul> <p>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 after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings outside the home guidance</a>.</p> <p>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 COVID-19).</p>		
<p><b>Suspected/ confirmed case of COVID-19 on site – boarding staff/ boarder.</b></p> <p><b>A member of boarding staff or boarders may</b></p>	<p>All.</p> <p>Potential spread of COVID-19 to other staff, pupils and others on site.</p>	<p>The latest <a href="#">guidance for schools</a> states that:</p> <p>"If a pupil in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their home.</p> <p>The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the <a href="#">safe working in education, childcare and children's social care</a></p>	<ul style="list-style-type: none"> <li>• Rapid testing programme for staff and Senior School pupils using Lateral Flow Devices (LFDs) will help to identify asymptomatic individuals</li> <li>• Daily temperature check of all boarders</li> <li>• Posters detailing symptoms and the need to self-isolate if exhibiting any prominently on</li> </ul>	<p>No</p>

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
display symptoms of COVID-19 whilst on site.		<p><a href="#">settings guidance.</a>"</p> <p>The <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</a> states that boarding schools: "are usually considered as 'households' for the purposes of the household self-isolation policy.</p> <p>A setting's approach to deciding what constitutes a household and who should self-isolate because they are part of this household will depend on the physical layout of the residential educational setting, considering who shares a kitchen or bathroom, dormitories, and staffing arrangements.</p> <p>Residential settings in which no one is showing symptoms should operate like any other domestic household.</p> <p>If a resident in a residential setting develops symptoms of coronavirus (COVID-19): a test should be booked immediately to confirm whether the resident has coronavirus (COVID-19) the <a href="#">isolation guidance for residential settings</a> should be followed, including being clear on what a 'household' is in your residential setting they should self-isolate, avoiding contact with other members of the 'household' as much as possible all other residents living in the 'household' should also self-isolate in line with <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></p> <p>staff can continue to enter and leave the home as required, consistent staff rotas should be used where possible and staff should follow good infection prevention control staff should wear PPE for activities requiring close contact</p> <p>staff should adhere to distancing guidelines as far as they are able to but should take account of resident's emotional needs.</p> <p>If a resident with symptoms get a test and the result is positive:</p> <ul style="list-style-type: none"> <li>the setting should contact the PHE dedicated advice service immediately and follow their advice – this can be reached via the DfE coronavirus helpline on 0800 046 8687 and selecting option 1</li> <li>staff should wear PPE for activities requiring close contact</li> </ul> <p>If a resident who has been in close contact with someone who has tested positive for coronavirus (COVID-19) is self-isolating within a residential setting, no additional PPE is required to be worn by staff caring for the resident unless the resident develops symptoms and close contact is necessary.</p> <p>Where possible, residential settings should operate a consistent staff rota to minimise the risk of transmission. If a setting is self-isolating, they should follow careful infection control measures during</p>	<p>display around school and a standing item in A View of The Close</p> <ul style="list-style-type: none"> <li>Protocol for isolating symptomatic staff or pupils</li> <li>Seating plans for lessons and minibuses used and recorded, to help identify close contacts</li> <li>Each boarding house designated as a household</li> <li>Duckworth House staffed so that symptomatic boarders, or boarders who test positive, can be isolated</li> <li>Day pupils and non-resident staff not permitted to enter boarding houses</li> <li>Boarding house duty rotas draw only on the resident staff assigned to that house</li> <li>PPE available for boarding staff where required</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		and after visits, in the same way as any self-isolating household would if they had unavoidable visitors.”		
<b>Failure to implement suitable use of face coverings</b>	All  Potential spread of COVID-19 between staff, pupils and others on site	<p>The <a href="#">Face Coverings in Education</a> guidance states:            “Where pupils and students in year 7 and above are educated, we recommend that face coverings should be worn by staff, pupils and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils and students when outdoors on the premises.</p> <p>In addition, we now also recommend that in those settings where pupils and students in year 7 and above are educated, face coverings should be worn in classrooms and during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p> <p>We are recommending these additional precautionary measures for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep this under review and update guidance at that point.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in education settings or in public places.”</p>	<ul style="list-style-type: none"> <li>• Clear expectations communicated to staff and parents around the use and safe storage of face coverings</li> <li>• Contingency supply of disposable face coverings available from Priory Lodge</li> <li>• Reusable, washable face coverings available for purchase from The Bursary</li> </ul>	



Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>You'll need to review this guidance and develop a protocol for the wearing, removal and safe storage/disposal of face coverings at your school. You'll need to ensure that this protocol is clearly communicated to staff and pupils, as well as any visitors and contractors. You'll need to ensure that all are clear on the school's expectations on face coverings and when they are recommended to be worn.</p> <p>Please note that the guidance is advisory, and so schools are not able to mandate the use of face coverings for staff or pupils (other than in circumstances where the use of face coverings is <a href="#">required in law</a>). This is confirmed in the <a href="#">schools guidance</a> which states:</p> <p>"No pupil should be denied education on the grounds that they are not wearing a face covering."</p>		
<b>Failure to implement suitable social distancing measures – arrival and departure of staff and pupils</b>	All  Potential spread of COVID-19 between staff, pupils and others on site.	<p>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time.</p> <p>A staggered start may include:</p> <ul style="list-style-type: none"> <li>• condensing or staggering free periods or break time but retaining the same amount of teaching time</li> <li>• keeping the length of the day the same but starting and finishing later to avoid busy periods</li> </ul> <p>You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> <li>• gather at the gates</li> <li>• come onto the site without an appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Drop-off and Pick-up arrangements communicated to parents, including a staggered model for Prep School</li> <li>• One-way systems where possible in Senior School facilities</li> <li>• Segregated facilities in Prep School</li> <li>• Alcohol hand rub/ sanitiser at entry/exit points.</li> <li>• Clear expectations for staff and pupils around hand and respiratory hygiene and social distancing</li> <li>• Staggered lunchtime arrangements</li> <li>• Signage and floor markings to assist staff and pupils to maintain social distancing in areas where queues are likely to queue</li> </ul>	
<b>Failure to implement suitable social distancing measures – classrooms and other teaching spaces</b>	All  Potential spread of COVID-19 between	<p>You will need to 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. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on room plans that can be distributed to staff and where relevant, pupil, parents/ carers.</p>	<ul style="list-style-type: none"> <li>• Desks spaced as far apart as possible and positioned to ensure pupils are side-by-side and facing forward where possible</li> <li>• Seating plans space pupils around classroom as far as possible</li> <li>• Senior School required to maintain distance of 2m, remaining at the front of the classroom where possible</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
			<ul style="list-style-type: none"> <li>Staff asked to avoid close face to face contact and minimise time spent within 1 metre of anyone where possible</li> <li>Parents briefed on social distancing expectations</li> </ul>	
<b>Failure to implement suitable social distancing measures – common areas such as access paths, corridors, lifts, social spaces, playgrounds, toilets etc.</b>	All  Potential spread of COVID-19 between staff, pupils and others on site.	You will need to 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. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on building/site plans that can be distributed to staff and where relevant, pupil, parents/ carers.	<ul style="list-style-type: none"> <li>Bubble groups formed across the school, to ensure consistent grouping of pupils</li> <li>One-way systems implemented where possible</li> <li>Floor markings to promote distancing</li> <li>Toilets allocated by year group, where possible</li> <li>Staggered lunchtimes</li> <li>Designated year group spaces for break times</li> <li>Use of outside space for breaks promoted</li> <li>Outdoor activities (The Daily Mile, Race to Berlin etc) promoted</li> </ul>	
<b>Failure to implement adequate social distancing and hygiene measures at lunchtime (and other mealtimes).</b>	All  Potential spread of COVID-19 between staff, pupils and others on site.	You'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.	<ul style="list-style-type: none"> <li>Staggered lunches so that all staff and pupils are not moving around the school and using the Refectory at the same time.</li> <li>Muddy Knees pupils take lunch in the Prep School.</li> <li>Staff and pupils required to sanitise their hands before entering the Refectory.</li> <li>One way system to ensure reduce risk of bubbles mixing and distancing maintained.</li> <li>Furniture adjusted so that pupils are sitting side-by-side and facing forward, and social distancing promoted.</li> <li>Separate staff seating area, with individual tables distanced.</li> <li>Surfaces in the Refectory cleaned between each group.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
			<ul style="list-style-type: none"> <li>• Signage and floor markings to assist staff and pupils to maintain social distancing in areas where queues are likely to form.</li> <li>• Takeaway options for staff</li> <li>• Individual cutlery bundles to remove need for communal cutlery trays.</li> <li>• Catering Risk Assessment and adherence to <a href="#">COVID 19 guidance for food businesses</a>.</li> </ul>	
<b>Failure to implement suitable social distancing measures – boarding accommodation</b>	<p>All</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>You will need to review the latest <a href="#">guidance for schools</a> and decide how the social distancing principles can best be applied for your boarding accommodation. Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on site/building plans that can be distributed to staff and parents/carers.</p> <p>The Boarding Schools Association (BSA) have produced a <a href="#">COVID-Safe Charter (V2)</a>, a voluntary code to which schools can adhere, and which aims to give confidence to everyone that the school is following all appropriate measures to ensure that boarding is a safe environment for pupils. Although member schools can choose whether they wish to adopt the Covid-Safe Charter, any school doing so must guarantee to meet all of the requirements. The BSA have also produced a template <a href="#">Checklist for Reopening Boarding Provision</a> and <a href="#">COVID-Safe Charter for Guardians</a>.</p> <p>The 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:  “Residential settings in which no one is showing symptoms should respond to coronavirus like any other domestic household. However, it is important that soft toys are not shared between children.”</p>	<ul style="list-style-type: none"> <li>• Defined boarding households</li> <li>• Boarding numbers such that facilities are generous and spacious for the number of residents</li> <li>• Boarding house visitors not permitted</li> </ul>	
<b>Failure to implement suitable social distancing measures – staff offices, meeting rooms, staff rooms/ rest areas, and changing rooms.</b>	<p>All</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>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>You will need to review the latest <a href="#">guidance for schools</a> and <a href="#">Working safely during COVID-19 in offices and contact centres</a> (last updated 5<sup>th</sup> November 2020) and decide how the social distancing principles can best be applied for your staff offices, meeting rooms and staff rooms/ rest rooms.</p> <p>Get staff involved in the process where possible, as they can provide valuable ideas and feedback and it will assist in driving accountability. You may wish to mark up your agreed measures on building/ room plans that can be distributed to staff.</p>	<ul style="list-style-type: none"> <li>• Staff asked to keep to their own building/department area where possible.</li> <li>• Virtual meetings.</li> <li>• Enhanced cleaning of classrooms department offices and communal areas.</li> <li>• The use of face coverings where 2m distance cannot be maintained.</li> <li>• Maximum occupancy for ISC Staff Hub and Prep School Common Room agreed.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
Failure to implement suitable social distancing – large gatherings such as assemblies or collective worship.	All  Potential spread of COVID-19 between staff, pupils and others on site.	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.”	<ul style="list-style-type: none"> <li>Assemblies and Chapels held virtually</li> <li>Gatherings only permitted in year group or house bubbles</li> </ul>	
Failure to implement suitable social distancing measures – contractors and visitors	All  Potential spread of COVID-19 between staff, pupils and others on site.	Please refer to the section of this template risk assessment on ‘Contractors/ visitors attending site’ for further information.		
Hazards associated with music, dance, and drama activities	All.  Potential spread of COVID-19 between staff, pupils and others on site.	The latest <a href="#">guidance for schools</a> states:  “You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils’ confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.”	<ul style="list-style-type: none"> <li>Individual music lessons to take place virtually (face to face teaching from peripatetic teachers to potentially resume next term)</li> <li>No performances with an audience to be hosted</li> <li>Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.</li> <li>Singing activities follow the government guidance on <a href="#">safer singing</a>, including the use of face coverings as an additional precautionary mitigation, where this is practicable.</li> <li>Playing instruments and singing in groups to take place outdoors wherever possible. If indoors, limited numbers in relation to the space and ventilation levels.</li> <li>Pupils are positioned back-to-back or side-to-side when playing or singing, rather than</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
			<p>face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <ul style="list-style-type: none"> <li>• Ensure that staff and pupils wash their hands thoroughly before and after handling equipment, especially if being used by more than one person.</li> <li>• Sharing of equipment to be avoided. Where sharing of equipment is necessary, staff to follow the guidance on handling equipment and instruments. Place name labels on equipment to help identify the designated user.</li> <li>• If instruments and equipment have to be shared, ensure that they are disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment.</li> <li>• Ensure that instruments are cleaned by the pupils playing them, where possible.</li> <li>• Limit handling of music scores, parts and scripts to the individual using them.</li> <li>• Staff will not provide any physical correction.</li> </ul>	
<b>Hazards associated with physical activities</b>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>The latest <a href="#">guidance for schools</a> states:</p> <p>"You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p>	<ul style="list-style-type: none"> <li>• Outdoor sport prioritised, but where indoors it will be in large and well-ventilated spaces.</li> <li>• Pupils to be kept in consistent groups for physical activities.</li> <li>• Social distancing to be maintained between participants.</li> <li>• Participants to wash hands thoroughly before and after physical activities.</li> <li>• Any shared sports equipment to be cleaned more regularly, and especially thoroughly</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport 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.</p> <p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports <a href="#">guidance for safe provision including team sport, contact combat sport and organised sport events</a>. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</p> <p>Refer to: guidance on <a href="#">grassroot sports for public and sport providers, safe provision</a> and <a href="#">facilities</a>, and guidance from <a href="#">Sport England</a> advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a> guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance</a> documents <a href="#">using changing rooms safely</a></p> <p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing."</p>	<p>between each use by different individual groups</p> <ul style="list-style-type: none"> <li>• No competition between different schools to take place until wider grassroots sport for under 18s is permitted.</li> <li>• Break and lunchtime outdoor activities (Daily Mile, Race to Berlin).</li> </ul>	
<b>Educational visits.</b>	All.  Travelling against FCO/ government advice.	<p>The latest <a href="#">guidance for schools</a> states that: "We advise against all educational visits at this time. This advice will be kept under review."</p> <p>Educational visits are likely to be permitted again at some point in the near future, and so it would be beneficial to compile an addendum to your Educational Visits Policy to consider the additional risks posed by COVID-19 and set out the specific procedures for Visit Leaders and others to follow when planning educational visits. When risk assessing educational visits, Visit Leaders will need to remain</p>	<ul style="list-style-type: none"> <li>• Staff briefed that educational visits are not permitted at this time.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		mindful of the local situation (e.g. R number and growth rate of COVID-19 for the area being visited).		
Hazards associated with extra-curricular provision (e.g. breakfast, after-school provision and holiday clubs etc.)	All.  Potential spread of COVID-19 between staff, pupils and others on site.	The latest <a href="#">guidance for schools</a> states that: "From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance.  You should advise parents that where they are accessing this provision for their children, that they must only be using this, where: <ul style="list-style-type: none"> <li>the provision is being offered as part of the school's educational activities (including catch-up provision)</li> <li>the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution</li> <li>the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment, or address a medical need or attend a support group</li> </ul>	<ul style="list-style-type: none"> <li>All control measures as per classroom teaching/mealtimes.</li> </ul>	
Staff and pupils contracting the virus through direct/ indirect transmission when travelling to/ from the school site using their own means.	All  Staff and pupils may be at risk of contracting the virus whilst travelling to/from the school, especially if using public transport.	Staff and pupils may be at risk of contracting the virus whilst travelling to/from the site, particularly if they need to use public transport.  Your responsibility for ensuring that staff can commute into work safely, and pupils can travel to/from the school safely is limited as there are many factors that are outside of your control; however, it is recommended that you promote safe travel and make reasonable adjustments to facilitate this wherever possible.	<ul style="list-style-type: none"> <li>Staff, pupils and parents/carers encouraged to walk or cycle to the school if possible</li> <li>hand washing facilities or alcohol hand rub/sanitiser provided at entry points and staff, pupils, contractors and visitors instructed to thoroughly clean their hands when they enter the workplace.</li> <li>Where staff are sharing a car, they are encouraged to follow the guidelines (ventilation, face masks).</li> </ul>	
Staff and pupils contracting the virus through direct/ indirect transmission when travelling on school-operated transport	All.  Staff and pupils may be at risk of contracting the virus on school-operated	If you provide transport for pupils to and from the school, for educational visits, and/or for sports fixtures, you will need to consider the risk of direct and indirect transmission and implement suitable control measures to minimise the risk.  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. This helps limit the number of other people with whom they come into	<ul style="list-style-type: none"> <li>Seating plan maintaining year group bubbles and constant group of children each day.</li> <li>Seating plans are maintained to assist in contact tracing following any confirmed cases.</li> <li>Enhanced cleaning of vehicles.</li> <li>Separation between passengers maximised.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
	<p>transport (e.g. minibuses, coaches etc.).</p>	<p>contact.”</p> <p>And</p> <p>“It is important, wherever it is possible, that:</p> <ul style="list-style-type: none"> <li>• social distancing is maximised within vehicles</li> <li>• pupils either sit with their ‘bubble’ on school transport, or with the same constant group of children each day</li> <li>• pupils clean their hands before boarding transport and again on disembarking</li> <li>• additional cleaning of vehicles is put in place</li> <li>• organised queuing and boarding is put in place</li> <li>• fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents</li> </ul> <p>Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID19).</p> <p>As described in the system of controls and in accordance with advice from PHE, children and young people aged 11 and over must wear a <a href="#">face covering</a> when travelling on dedicated transport to secondary school. A face covering is a covering of any type which covers your nose and mouth. This does not apply to people who are <a href="#">exempt from wearing a face covering</a> on public transport.”</p>	<ul style="list-style-type: none"> <li>• Mechanical ventilation systems are set so that air does not recirculate where possible.</li> <li>• Staff must follow hygiene rules and try to keep distance from their passengers.</li> <li>• Alcohol hand rub/sanitiser provided in vehicles and occupants required to use this upon boarding/disembarking vehicles.</li> <li>• Pupils aged 11 and over wear a face covering when travelling on school transport.</li> </ul>	
<p><b>Staff, pupils, contractors and visitors not implementing suitable hygiene practices to limit the risk of direct and indirect transmission.</b></p>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>Good hand and respiratory hygiene is imperative in the fight to minimise the spread of the virus, and so you'll need to ensure that adequate handwashing facilities are available and that staff and pupils 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>You'll need to ensure that suitable handwashing facilities and procedures are in place to enable staff, pupils, contractors and visitors to practice good hand and respiratory hygiene whilst on your site.</p> <p>The latest <a href="#">guidance for schools</a> states that:</p> <p>“Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Hand sanitiser stations at Reception, the Bursary and around the site.</li> <li>• Hand sanitising and hand washing facilities are checked and cleaned regularly, and supplies of hand soap, alcohol hand rub/sanitiser, skin friendly skin wipes, and paper towels are checked and topped up where necessary.</li> <li>• Good stock of consumables kept.</li> <li>• Tissues and bins provided in classrooms and other key areas to support the ‘catch it, bin it, kill it’ approach and ensure that these are topped up regularly.</li> </ul>	



Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<ul style="list-style-type: none"> <li>• before and after eating</li> </ul> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p> <p>Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> <li>• whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• if you need to supervise hand sanitiser use given the risks around ingestion – 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 pupils and those with complex needs understand the need to follow them."</li> </ul>	<ul style="list-style-type: none"> <li>• Posters in prominent locations to remind staff, pupils and others of good hand and respiratory hygiene practices.</li> <li>• Prep School staff encourage young children to learn and practice good hand and respiratory hygiene through games, songs and repetition.</li> </ul>	
<b>Contractors/ visitors attending site.</b>	All.  Potential spread of COVID-19 to staff pupils and others from persons visiting site.	<p>The latest <a href="#">guidance for schools</a> states:            "You should have discussions with key contractors about the school's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen safely outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace."</p> <p>You should continue to restrict access to your site to only those persons who are 'essential'. This may include contractors required for maintenance/ repair services, deliveries, and in some cases visitors, such as parents/ carers. Where contractors/ visitors are required to enter the school, you should ensure that reasonable precautions are taken to prevent them potentially transmitting the virus to your staff, pupils or other persons on site.</p>	<ul style="list-style-type: none"> <li>• Meetings held with would be visitors remotely (i.e. video-calls/ conferencing) where possible.</li> <li>• The number of contractors/ visitors on site at any one time minimised.</li> <li>• Record kept of all contractors/ visitors attending site for contact tracing.</li> <li>• Areas of the workplace that contractors/ visitors are permitted to access is limited.</li> <li>• Where possible contractors come on site at time where minimal pupils are in evidence (e.g. holidays).</li> <li>• Confirmation from contractors/ visitors that both they and all members of their household do not have symptoms of COVID-</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
			<p>19, and that they have not been notified to self-isolate through NHS Test &amp; Trace prior to them attending site.</p> <ul style="list-style-type: none"> <li>Staff to maintain social distancing when escorting contractors/ visitors.</li> </ul>	
<b>Use of supply teachers and other temporary or peripatetic teachers</b>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>The latest <a href="#">guidance for schools</a> states that: "You can continue to use supply teachers and staff."</p> <p>And</p> <p>Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school's arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> <li>support staff working on a supply basis</li> <li>peripatetic staff such as music tutors and sports coaches</li> <li>those working in before and after school clubs."</li> </ul> <p>And</p> <p>"Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers."</p>	<ul style="list-style-type: none"> <li>Peripatetic teachers given the same briefings on safety and hygiene as regular staff.</li> <li>Peripatetic music lessons to continue virtually (likely to resume face-to-face from after Easter).</li> </ul>	
<b>Lack of adequate cleaning regime for general areas leading to indirect transmission of the virus through contact with contaminated surfaces.</b>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>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 as this will reduce the presence of the virus and the risk of contact.</p> <p>You'll need to undertake a thorough review of your general cleaning regime in line with the guidance document <a href="#">COVID-19: cleaning in non-healthcare settings</a> outside the home to ensure that cleaning is generally enhanced and includes:</p> <p>more frequent cleaning of rooms / shared areas that are used by different groups; frequently touched surfaces being cleaned more often than normal (e.g. door handles, lift buttons, light switches, handrails, work surfaces etc.); cleaning toilets regularly.</p>	<ul style="list-style-type: none"> <li>Cleaning regime regularly reviewed with a view to improving the frequency and intensity of cleaning.</li> <li>Routine cleaning and disinfection of frequently touched surfaces (e.g. door handles, lift buttons, light switches, handrails, work surfaces etc.).</li> <li>Routine cleaning and disinfection of toilets.</li> <li>Clutter reduced and any items that are difficult to clean removed.</li> <li>Bins for tissues are emptied regularly.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>You'll need to liaise with teaching staff and cleaning staff/ contractors to ensure that a suitable regime is agreed and implemented.</p> <p>If you employ cleaning staff, then you'll be responsible for ensuring that suitable procedures are in place, suitable personal protective equipment (PPE) is made available and worn/taken off and stored correctly; and that suitable training is provided. If you use a contract cleaner, you should liaise with them to ensure that you are satisfied with the procedures, PPE and training that they have in place.</p>	<ul style="list-style-type: none"> <li>• COSHH assessments are completed for any new cleaning substances introduced.</li> <li>• Regular review stocks of cleaning substances, equipment, and PPE.</li> <li>• Cleaning staff provided with suitable PPE and required to wear it.</li> <li>• Cleaning staff briefed on any changes to the cleaning regime, including any new cleaning substances/equipment and/or PPE.</li> </ul>	
<p><b>Lack of adequate cleaning regime for shared items/equipment leading to indirect transmission of the virus through contact with contaminated surfaces.</b></p>	<p>All.</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>The latest <a href="#">guidance for schools</a> states that:</p> <p>“For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.</p> <p>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.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <p>clean it before it is moved between bubbles allow them to be left unused for a period of 48 hours (72 hours for plastics)</p> <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <p>restricted to one user left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</p> <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of-school settings providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day.</p>	<ul style="list-style-type: none"> <li>• Parents asked to limit the amount of equipment pupils bring into school each day, to essentials.</li> <li>• Sharing of individual and very frequently used equipment, such as pens and pencils, to be avoided (i.e. staff and pupils have their own items).</li> <li>• Cleaning regimes for shared items/resources that will be shared within bubbles, that will be shared between different groups or bubbles, and that will be shared between staff.</li> <li>• Classroom based resources (such as books and games) used within the bubble cleaned regularly.</li> <li>• Resources that are shared between classes or bubbles (e.g. sport, art, science equipment etc.) 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 48hrs (72hrs for plastics) between use by different bubbles.</li> <li>• Outdoor play equipment and resources cleaned more frequently.</li> <li>• Equipment that needs to be shared between staff (e.g. kettles, interactive whiteboard remotes etc.) cleaned more frequently.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.”</p>	<ul style="list-style-type: none"> <li>• Pupils to be seated consistently, where possible.</li> <li>• COSHH assessments completed for any new hazardous cleaning substances introduced.</li> <li>• Regular review of stocks of cleaning substances, equipment, and PPE</li> <li>• Cleaning staff provided with briefing on any changes to the cleaning regime, including any new cleaning substances/equipment and/or PPE</li> <li>• Cleaning schedules/procedures to be compiled (or update existing schedules/procedures to reflect changes).</li> </ul>	
<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 COVID-19, isolation room used to house a suspected case etc.) leading to indirect transmission of the virus through contact with contaminated surfaces/equipment.</p>	<p>All. Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>If you employ cleaning staff, then you'll be responsible for ensuring that suitable procedures are in place, suitable PPE is made available and worn/taken off and stored correctly; and that suitable training is provided. If you use a contract cleaner, you should liaise with them to ensure that you are satisfied with the procedures, PPE and training that they have in place.</p> <p>You'll need to keep up to date on the latest government guidance document <a href="#">COVID-19: cleaning in non-healthcare settings</a> outside the home 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>	<ul style="list-style-type: none"> <li>• Suitability of existing cleaning substances, equipment, and PPE for use on areas known or suspected to be contaminated against the government guidance document <a href="#">COVID-19: cleaning in non-healthcare settings</a> outside the home reviewed.</li> <li>• A “fogging machine” purchased for use in areas where known or suspected contamination has occurred.</li> <li>• COSHH assessments are completed for any new cleaning substances introduced.</li> <li>• Regular review of stocks of cleaning substances, equipment; and PPE, and purchase of additional stocks if required.</li> <li>• Contaminated rooms/areas closed and secured, where possible, to restrict access until cleaning has been undertaken. Where possible, the area/room will be closed for 72hrs before cleaning, as the amount of virus living on surfaces will have reduced significantly, or confirmation of a negative test result.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
			<ul style="list-style-type: none"> <li>Staff or contract cleaners follow the latest government guidance on <a href="#">COVID-19: cleaning in non-healthcare settings</a> outside the home, including completion of a risk assessment of the setting prior to cleaning to determine the level of PPE required.</li> <li>Waste from possible cases and cleaning of areas where possible cases have been (including any disposable cloths and tissues) double bagged and stored/ disposed of in line with the government guidance.</li> <li>Cleaning staff provided with suitable PPE.</li> </ul>	
<p><b>Hazards associated with the catering provision</b></p>	<p>All Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>The Food Standards Agency states that It is very unlikely that you can catch coronavirus from food (source: <a href="#">Food Standards Agency</a> accessed 26/02/2021).</p> <p>If you manage the catering provision and/or your staff undertake any food preparation, then you will be responsible for ensuring that suitable procedures are in place to minimise the risk of infection and that suitable training is provided to staff.</p>	<ul style="list-style-type: none"> <li>Guidance documents <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a> and <a href="#">Keeping workers and customers safe during COVID-19 in restaurants, pubs, bars and takeaway services</a> reviewed.</li> <li>Multi-touch points of service at serveries, salad bars, and drinks stations eliminated, or reduced where possible.</li> <li>Enhanced cleaning regimes for areas where food is prepared and consumed.</li> <li>Contactless payments only at Horsebox Café.</li> <li>Signage to remind staff and pupils of the need to wash their hands thoroughly before and after meals.</li> </ul>	
<p><b>Lack of adequate trained fire personnel.</b></p>	<p>All. Various injuries ranging from minor to serious, or death arising from poorly executed fire evacuation.</p>	<p>As a result of the COVID-19 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 you will need to ensure that your procedures continue to respond accordingly and are flexed and adapted to any changes in staff.</p>	<ul style="list-style-type: none"> <li>A range of trained staff, both resident and non-resident.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
<p><b>New fire hazards as a result of implementing control measures for COVID-19.</b></p>	<p>All. Increased risk of fire, and/or delays in persons evacuating from the building.</p>	<p>Your 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>You will need to consider any potential new fire hazards introduced as a result of implementing control measures for COVID-19, such as 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>Note that the National Fire Chiefs Council (NFCC) guidance document <a href="#">COVID-19 – Protection - Advice to Premises</a> states that "The internal fire protection measures such as fire doors should be kept closed and in good order as these provide vital protection in event of fire."</p> <p>And</p> <p>"Fire doors can only be held open by automatic releasing hold-open devices specifically designed and installed for this purpose."</p> <p>Therefore you should ensure that staff do not use wedges or other items to prop fire doors open. Government guidance to premises makes it clear that measures to reduce COVID risk should only be taken if they do not compromise fire safety.</p> <p>You should ensure that your fire risk assessment and fire procedures are reviewed and updated as a result of any changes. You might also need to make adjustments to your fire drill and practise it in the first week when more pupils return</p>	<ul style="list-style-type: none"> <li>• Fire assembly points reviewed to ensure that they are conducive with social distancing advice.</li> <li>• New fire hazards introduced as a result of implementing control measures for COVID-19 (such as 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.) reviewed.</li> </ul>	
<p><b>Lack of adequate trained first aid/medical/administration of medication personnel.</b></p>	<p>All. Various injuries/illness as a result of delayed access to first</p>	<p>As a result of the COVID-19 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 you will need to ensure that your procedures continue to respond accordingly and are flexed and adapted to any changes in staff.</p>	<ul style="list-style-type: none"> <li>• List of trained first aiders reviewed to ensure appropriate provision.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
	aid/administration of medication.			
<b>Provision of first aid/ medical treatment to symptomatic individuals/confirmed cases.</b>	<p>Staff administering first aid/ medical treatment.</p> <p>Staff administering first aid/ medical treatment could contract COVID-19 from the individual being treated.</p>	<p>First aiders and in-house medical staff may need to provide treatment to symptomatic individuals, resulting in a risk of them contracting COVID-19 and spreading it to others.</p> <p>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 COVID-19:</p> <p>"a [fluid-resistant surgical] face mask (also known as Type IIR) should be worn if a distance of 2 metres cannot be maintained if contact is necessary, then gloves, an apron and a [fluid-resistant surgical] face mask should be worn</p> <p>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."</p> <p>And</p> <p>"Any members of staff who have provided close contact care to someone with symptoms, even though wearing PPE, and any other members of staff, pupils or students who have been in close contact with them, even if wearing a face covering, do not need to go home to self-isolate unless: they develop symptoms themselves, in which case, they should also arrange to have a test the symptomatic person subsequently tests positive they are requested to do so by NHS Test and Trace or the PHE advice service or PHE local health protection team if escalated</p> <p>Everyone should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.</p> <p>If a child tests positive for coronavirus (COVID-19) 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>	<ul style="list-style-type: none"> <li>• PPE available for staff whilst provided first aid or routine medical treatment.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
Legionella risk arising from unused buildings and/or parts of the premises.	All.  Exposure to legionella bacteria leading to serious illness or death.	If buildings have been closed or had reduced occupancy during the coronavirus COVID-19 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 you 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> .	<ul style="list-style-type: none"> <li>Regular checks conducted by Estates staff, including prior to reopening.</li> </ul>	
Poor ventilation	All.  Poor levels of ventilation leading to an increased risk of the spread of COVID-19.	<p>The latest <a href="#">guidance for schools</a> states that:</p> <p>"Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</p> <p>When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>The <a href="#">Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a> provides more information.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> </ul>	<ul style="list-style-type: none"> <li>Staff advised to open windows where possible and safe to do so (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space).</li> <li>Staff advised to open high level windows in colder weather in preference to low level to reduce draughts.</li> <li>Dress code adjusted slightly for staff and pupils, to allow additional, suitable indoor clothing where necessary (i.e. in cooler weather).</li> <li>Furniture rearranged where possible to avoid direct draughts.</li> <li>Internal/external doors which can be propped open to improve ventilation identified.</li> </ul>	



Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<ul style="list-style-type: none"> <li>• providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.”</p> <p>Further guidance is available from the Federation of European Heating, Ventilation and Air Conditioning Associations in their guidance document entitled <a href="#">How to operate HVAC and other building service systems to prevent the spread of the coronavirus (SARS-CoV-2) disease (COVID-19) in workplaces</a> which provides a summary of practical measures for building services operation including:</p> <ul style="list-style-type: none"> <li>• Provide adequate ventilation of spaces with outdoor air</li> <li>• Switch ventilation on at nominal speed at least 2 hours before the building opening time and set it off or to lower speed 2 hours after the building usage time</li> <li>• Overrule demand-controlled ventilation settings to force the ventilation system to operate at nominal speed</li> <li>• Open windows regularly (even in mechanically ventilated buildings)</li> <li>• Keep toilet ventilation in operation at nominal speed in similar fashion to the main ventilation system</li> <li>• Avoid opening windows in toilets to maintain negative pressure and the right direction of mechanical ventilation air flows</li> <li>• Instruct building occupants to flush toilets with closed lid</li> <li>• Switch air handling units with recirculation to 100% outdoor air</li> <li>• Inspect heat recovery equipment to be sure that leakages are under control</li> <li>• Ensure adequate outdoor air ventilation in rooms with fan coils or split units</li> <li>• Do not change heating, cooling and possible humidification setpoints</li> <li>• Carry out scheduled duct cleaning as normal (additional cleaning is not required)</li> <li>• Replace central outdoor air and extract air filters as normal, according to the maintenance schedule</li> <li>• Regular filter replacement and maintenance works shall be performed with common protective measures including respiratory protection</li> <li>• Introduce an IAQ (CO2) sensor network that allows occupants and facility managers to monitor that ventilation is operating adequately.</li> </ul>		
<p><b>Failure to complete adequate cleaning and</b></p>	<p>All</p>	<p>Whether your School has been open, partially closed, or fully closed during the National Lockdown period, unless you have kept up with all of your compliance checks then there are likely to be some additional checks that need to be undertaken prior to reopening in March (although you are likely to</p>	<ul style="list-style-type: none"> <li>• Estates Manager overseeing management the premises, reviewing risk assessments</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
checks prior to reopening the School	Various issues could arise as a result of not completing the necessary checks	<p>already have procedures in place for reopening following the annual summer shutdown). Depending on the state of the building, you may also need to arrange for a deep clean and/or maintenance to be undertaken prior to reopening.</p> <p>Areas to consider include:</p> <ul style="list-style-type: none"> <li>• Completing a visual inspection of the site to determine levels of cleanliness and identify any damage or other concerns;</li> <li>• Testing/ inspecting all relevant fire safety equipment and systems before allowing employees and pupils back onto site. This would typically include:</li> <li>• A full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate);</li> <li>• A full discharge test of the emergency lighting system across the site;</li> <li>• A visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;</li> <li>• Checking that fire escape routes are clear of any obstructions;</li> <li>• Checking that final fire escape doors are unlocked and operational;</li> <li>• Checking the operation of internal fire doors to ensure that they close properly; and</li> <li>• Checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.</li> </ul> <p>You'll need to check that any statutory inspections are up to date in line with the periods set out within the written scheme (e.g. lifting equipment, pressure systems etc.). If not you will need to contact the inspecting body (this is usually arranged via your insurers) as soon as possible. The statutory obligations for thorough examination and testing (TE&amp;T) remain in place and the HSE expects dutyholders to make all reasonable efforts to arrange for them to be carried out within the statutory time limits. If a failure occurs due to a safety related fault, enforcement action may be taken. Further information is available from the <a href="#">HSE</a>.</p> <p>Generally, school buildings that have been completely or partially closed, should be recommissioned as you would normally do at the end of the school summer holiday period. A member of staff should be identified for managing premises, reviewing risk assessments and implementing any measures to ensure that safety is maintained for reopening.</p>	<p>and implementing any measures to ensure that safety is maintained for reopening.</p> <ul style="list-style-type: none"> <li>• Visual inspection of the buildings to determine levels of cleanliness and identify any damage or other concerns conducted.</li> </ul>	
Poor staff wellbeing	<p>Staff.</p> <p>Poor mental health, including work-related stress.</p>	<p>The latest <a href="#">guidance for schools</a> states that:</p> <p>"All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.</p>	<ul style="list-style-type: none"> <li>• Staff consulted on the protective measures that are being implemented.</li> <li>• Staff briefed on the protective measures that are (or will be) in place.</li> <li>• Staff provided with contact details of your Employee Assistance Programme (EAP).</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing. Read about the:  <a href="#">extra mental health support for pupils and teachers</a>  <a href="#">Wellbeing for Education return programme</a></p> <p><a href="#">Education Support</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.”</p> <p>You should already have a stress risk assessment in place and this should be reviewed to consider the additional concerns posed by COVID-19 and new ways of working (or you may wish to compile a specific stress risk assessment for COVID-19) including:            Fears around job security (especially relevant for those staff who have been furloughed);            Fear/anxiety about returning to the workplace;            Fear/anxiety surrounding the virus and lockdown;            Workload;            Changes to the way in which they work (e.g. provision of remote teaching, working from home); and            Communication (e.g. general communication between staff and their colleagues and line manager, especially where working from home).</p> <p>The HSE have a dedicated webpage for work-related stress with some <a href="#">example risk assessments</a> which although not specific to COVID-19, would still act as a useful base.</p>		
<b>Fear/ anxiety caused by returning to school.</b>	<p>Staff, pupils, and parents/ carers.</p> <p>Staff, pupils, and/or parents/ carers may suffer negative mental health effects as a result of fear/ anxiety about returning to the school.</p>	<p>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 you 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.</p> <p>The latest <a href="#">guidance for schools</a> states that:            “It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:</p> <ul style="list-style-type: none"> <li>• have themselves been shielding previously but have been advised they no longer need to shield live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)</li> <li>• are concerned about the possible increased risks from coronavirus (COVID19) such as those who have certain conditions such as obesity and diabetes</li> </ul> <p>Discuss any concerns with parents and provide reassurance on the measures you</p>	<ul style="list-style-type: none"> <li>• Houseparents have contacted all day pupils in advance of the return to school.</li> <li>• House staff to work with specific pupils with concerns.</li> <li>• Reasonable adjustments to be made where possible to alleviate concerns on a case-by-case basis.</li> <li>• Parents reminded of expectations around attendance.</li> <li>• Line managers in regular contact with their direct reports.</li> <li>• Regular communication with staff.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>are putting in place to reduce any risks.</p> <p>Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p> <p>And</p> <p>"All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.</p> <p>Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing. Read about the:  <a href="#">extra mental health support for pupils and teachers</a>  <a href="#">Wellbeing for Education return programme</a></p> <p><a href="#">Education Support</a> provides a free helpline for school staff and targeted support for mental health and wellbeing."</p>		
<b>Pupils with SEND</b>	SEND Pupils.  SEND pupils are not adequately supported.	<p>The latest <a href="#">guidance for schools</a> states that:            "Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories.</p> <p>Use individual healthcare plans to help pupils receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Further information is available in the guidance on <a href="#">supporting pupils at school with medical conditions</a>.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role."</p> <p>And</p>	<ul style="list-style-type: none"> <li>• SENCO and IN team to identify any potential issues and ensure that suitable plans (and where relevant, risk assessments) are in place prior to pupils returning to school in March.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>"Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings 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 pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice."</p> <p>And</p> <p>"Provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour. Work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils."</p> <p>Potential control measures may include:</p>		
<p><b>Lack of adequate pupil safeguarding procedures for virtual/online taught sessions, including 1:1 sessions such as music lessons etc.</b></p>	<p>Staff and pupils.</p> <p>Various potential safeguarding issues.</p>	<p>Even after reopening in March, you 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. You'll need to take steps to ensure that your child protection/safeguarding procedures are reviewed and updated against the latest government guidance document <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a>. This guidance document states that "Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's staff behaviour policy (sometimes known as a code of conduct) will apply. Schools may want to update their policies to reflect remote online education."</p> <p>You'll 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>In addition, you may wish to direct parents/ carers to read the relevant guidance document at <a href="#">Coronavirus (COVID-19): support for parents and carers to keep children safe online</a>.</p>	<ul style="list-style-type: none"> <li>• DSL has updated Safeguarding and Child Protection Policy with additional annex.</li> <li>• Staff and volunteers provided with a copy of the updated child protection/safeguarding policy, with receipt recorded on MyConcern.</li> <li>• Copy of updated child protection/safeguarding policy made available on the school website.</li> <li>• Child protection/safeguarding policy and staff behaviour policy/code of conduct to be kept under review as the situation evolves and following changes to the government guidance.</li> </ul>	
<p><b>Absence of the Designated Safeguarding</b></p>	<p>All</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• Experienced Deputy DSL (former DSL)</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
Lead (DSL), Deputy DSL or other key safeguarding staff	Lack of suitable child protection/safeguarding staff leading to issues with recording and reporting	<p>COVID-19, being notified of the need to self-isolate by NHS Test &amp; Trace, or because they are categorised as clinically extremely vulnerable and are subsequently shielding).</p> <p>The government guidance document <a href="#">Keeping children safe in education (2020): Statutory guidance for schools and colleges</a> states that:</p> <p>“During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.</p> <p>It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.”</p> <p>You are likely to already have plans in place for absence/illness of the DSL/Deputy DSL, although it would be beneficial to review these given the current situation.</p>	<ul style="list-style-type: none"> <li>Wider safeguarding team, including staff with DSL training</li> </ul>	
Failure to update the child protection/safeguarding policy to reflect new procedures as a result of COVID-19	Staff and pupils  Various potential child protection/safeguarding issues	<p>The government guidance document <a href="#">Keeping children safe in education (2020): Statutory guidance for schools and colleges</a> states that:</p> <p>“The department issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has now been withdrawn as the government expects all settings across the nation to reopen for the new academic year in September, with full availability to all learners. Requirements for local interventions in educational settings will continue to be reviewed.”</p>	<ul style="list-style-type: none"> <li>Child protection/safeguarding policy updated and to be kept under review as the situation evolves and following any changes to the government guidance.</li> </ul>	
Lack of adequate communication related to COVID-19 procedures to staff, pupils, parents/carers, contractors and visitors	All  Staff, pupils, parents, contractors and visitors not being made aware of procedures	<p>You'll 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:</p> <ul style="list-style-type: none"> <li>What information needs to be communicated;</li> <li>When (i.e. before reopening, upon arrival, ongoing etc.);</li> <li>To whom (i.e. staff, pupils, parents, visitors, contractors etc.);</li> <li>Person(s) responsible;</li> <li>Means of communication; and</li> <li>How various communications, such as staff/pupil inductions etc., will be evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>Regular communication with all stakeholders, including letters, emails, phone calls and newsletters</li> <li>Clear signage upon arrival at site and in all buildings.</li> <li>Pupil Behaviour Policy updated.</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>You could review the 'description of hazard' column in this risk assessment to identify the key communication points required to formulate your plan.</p> <p>Even if information has been provided previously, it would be good practice to review and refresh this for your reopening to reduce the risk of complacency setting in. You may also have some new staff, pupils, and/or parents/carers that will not have received your previous communications.</p> <p>Some staff may require additional training to assist with your measures, and so it would be beneficial to complete a training needs analysis. Again you 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. You 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.</p> <p>You will also need to update your staff disciplinary and pupil behaviour policies to reflect the new rules and routines. You may wish to consider developing a separate COVID-19 Code of Conduct that can be briefed to staff and pupils, and used to support disciplinary action for non-compliance.</p>		
<p><b>Failure to consult with staff and others on the risks presented by COVID-19.</b></p>	<p>Staff.</p> <p>Staff are not provided with the opportunity to actively contribute to the risk assessment process.</p>	<p>The latest <a href="#">Annex A: health and safety risk assessment</a> guidance states:</p> <p>"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, you cannot decide who the representative will be.</p> <p>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.</p> <p>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."</p> <p>And</p> <p>"Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with <a href="#">HSE</a>.</p>	<ul style="list-style-type: none"> <li>• COVID-19 a standing item in SLT, HsM and Health and Safety Meetings</li> <li>• Regular communication with Staff Wellbeing Committee</li> <li>• Regular provision of information to staff by email and in weekly meetings</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>Where the HSE identify employers who are not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.”</p> <p>You'll need to decide on how best to involve staff and others in the process.</p>		
<b>Failure to develop a contingency plan for outbreaks or changes in restrictions</b>	All.	<p>The latest <a href="#">guidance for schools</a> states that:            “For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place.</p> <p>You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time. To help with this, we have published a <a href="#">contingency framework</a>, which has been updated and outlines how schools should operate in the event of any restrictions.</p> <p>Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis.</p> <p>Find guidance on how schools can order devices and access support to get set up with a digital platform at <a href="#">get help with technology</a>.”</p> <p>And</p> <p>“If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak.</p> <p>You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</p>	<ul style="list-style-type: none"> <li>Contingency plan for remote learning in place (and tested this term).</li> </ul>	



Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
		<p>If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams."</p> <p>You'll need to review the <a href="#">Contingency framework: education and childcare settings</a> guidance and develop suitable contingency plans.</p>		
<p><b>Failure to implement and adhere to the latest government advice/ guidance</b></p>	<p>All. Failure to adhere to government advice/guidance resulting in increased risk of infection.</p>	<p>As the pandemic evolves together with scientific knowledge of the virus, advice is being issued and amended regularly. It is imperative that you keep up to date with the latest public health and other advice on COVID-19 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-covid-19/">https://www.nhs.uk/conditions/coronavirus-covid-19/</a></li> <li>• <a href="#">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a></li> <li>• <a href="#">COVID-19: guidance for households with possible coronavirus infection</a></li> <li>• <a href="#">Schools coronavirus (COVID-19) operational guidance</a></li> <li>• <a href="#">Annex A: health and safety risk assessment</a></li> <li>• <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></li> <li>• <a href="#">Contingency framework: education and childcare settings</a></li> <li>• <a href="#">CIBSE – Emerging from Lockdown</a></li> <li>• <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">Transport to school and other places of education: 2020 to 2021 academic year</a></li> <li>• <a href="#">COVID-19: cleaning in non-healthcare settings outside the home</a></li> <li>• <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>• <a href="#">Independent Schools' Bursars Association (ISBA)</a></li> <li>• <a href="#">Independent Schools Council (ISC)</a></li> <li>• <a href="#">Association of School and College Leaders (ASCL)</a></li> <li>• <a href="#">Boarding Schools' Association (BSA) latest COVID-19 updates</a></li> </ul>	<ul style="list-style-type: none"> <li>• SLT review the COVID-Secure plan on a weekly basis</li> <li>• All new guidance reviewed and risk assessment, signage and other policies updated</li> </ul>	
<p><b>Failure to gain approval for, and monitor the implementation and effectiveness of this risk assessment (and any associated policies/ procedures)</b></p>	<p>All. Failure to adhere to the content of this risk assessment and any related</p>	<p>The latest <a href="#">guidance for schools</a> states that: "You must regularly review and update your risk assessments - treating them as 'living documents' - as the circumstances at your school and the public health advice changes. This is particularly relevant as you prepare to welcome back more pupils.</p> <p>This includes having active arrangements in place to monitor that the controls are:</p>	<ul style="list-style-type: none"> <li>• Risk assessment circulated to Council</li> <li>• SLT regularly review the COVID protocols and response</li> </ul>	

Description of Hazard	Who could be harmed and how?	Guidance	Existing Control Measures	Additional Actions Required?
	<p>policies/ procedures leading to increased risk of the spread of COVID-19 on site and possibility of criminal prosecution and/or civil litigation.</p>	<p>Effective working as planned. You must notify your staff and their health and safety representatives of review outcomes.”</p> <p>The latest <a href="#">Annex A: health and safety risk assessment</a> guidance states: “It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.”</p> <p>You’ll need to ensure that the risk assessment is discussed and agreed at Board level, and especially following any significant reviews such as prior to full reopening on 8<sup>th</sup> March.</p> <p>You’ll also need to:</p> <ul style="list-style-type: none"> <li>Put measures in place to ensure that the content of this risk assessment and any related policies/ procedures are being properly implemented and adhered to; and</li> <li>Ensure that the circumstances under which this risk assessment will be reviewed are clearly defined, e.g.: <ul style="list-style-type: none"> <li>Periodically (e.g. daily, weekly, monthly etc. – to be determined by the school);</li> <li>Following any confirmed cases of COVID-19 amongst the staff or pupil population;</li> <li>Following any accidents/incidents/near misses associated with measures you have implemented for COVID-19; and/or</li> <li>Following any changes to the matters to which it relates (i.e. changes in legislation, Government guidance, phased return, phased closing due to partial/ full lockdown, changes in ways of working/ procedures etc.).</li> </ul> </li> </ul>		