

Risk assessment – Schools Risk assessment for re-opening during Covid-19 - OHS CF 015 010/3

This document has been sent to all staff in the school, has been discussed with the Unions and has been approved by the governing body (8 June 2020)
It is subject to ongoing monitoring, review and amendment as part of the consultation process.

**Blackfen school risk assessment (to be read with the action plan). The school has adapted the risk assessment provided by London Borough of Bexley
Completed by Matthew Brown and Gary Morgan – June 2020
To be discussed with Leadership Team, Faculty Leaders and Union Representatives
To be signed off by the full governing body of the school**

Overall risk rating: 7 (LOW)

Instructions:

1. This applies to all work activities that fall under this particular task.
2. If this risk assessment does not cover all of the hazards and existing control measures required relevant to your service, you should add them below at 'Other risks (please detail)' and notify the Corporate Health and Safety Team by sending the risk assessment attached to the email.
3. If further controls are necessary, these should be recorded in the 'Additional controls to reduce risk' column and a revised lower score given.
4. Please communicate this risk assessment to all your staff e.g. via email, team meetings etc evidencing how you do this.
5. Review the risk assessment annually, after an accident/incident or significant changes to the workplace or working processes.

Terminology:

- **Activity-** The type of work being undertaken e.g. use of a piece of electrical equipment or machinery.
- **Hazard-** Something with the potential to cause harm. Harm can be physical, chemical, biological or psychological.
- **Control Measures-** Actions taken to prevent hazard being realised. Control measures can include such areas as training, supervision, safe systems of work, maintenance procedures, physical measures such as guarding and personal protective equipment.
- **Likelihood** – the chances of harm occurring on a scale of 1 to 5 with 1 being highly unlikely and 5 being highly likely
- **Risk Rating-** Multiply the likelihood figure by the severity figure to get the risk rating after the existing control measures have been considered.
- **Severity** – the level of harm/injury caused by the accident or incident, on a scale of 1 to 5 with 1 being First aid required and 5 being a fatality.

**Likelihood (L) x Severity (S)
= Risk Rating (RR):**

	L = 1	L = 2	L = 3	L = 4	L = 5
S = 1	1	2	3	4	5
S = 2	2	4	6	8	10
S = 3	3	6	9	12	15
S = 4	4	8	12	16	20
S = 5	5	10	15	20	25

**Possible
Likelihood**

5 Highly likely
4 Likely
3 Possible
2 Unlikely
1 Highly unlikely

Possible Severity

5 Fatality
4 Major injury
3 Hospital
treatment
2 First aid required
1 No injury

Rating	Action
15-25 Very High	Work should not be undertaken without reducing risk
10-12 High	As above
8-9 Moderate	Work fine to continue. Additional controls should be considered
4-6 Low	Work fine to continue with existing controls
1-3 Very Low	As above

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				L	S	RR		L	S	RR
1. Risk assessment and consultation with staff and provision of staff wellbeing	Staff concerns not taken into account. Staff concerned about the return to work	Staff	<p>As required under health and safety legislation, risk assessments must be subject to consultation with staff. As a school, Blackfen will be adopting the LBB model. This risk assessment will be circulated to all staff and an Action Plan of all control measures in this risk assessment is completed by the school. The Action Plan will be returned to Corporate Health and Safety to confirm the school has completed all necessary actions. Where a suitable and sufficient risk assessment is in place, Zurich Insurance will cover Covid-19 related incidents.</p> <p>Staff informed of plans (for example safety measures, timetable changes, staggered arrival and departure times). The Council consults with the Unions weekly as well as meetings with the Local Consultative Group (LCG) to ensure a corporate approach to risk controls, which includes all schools. Staff have access to a 24-hour Carefirst EAP counselling and advice service available to staff.</p> <p>School Heads encourage active communication between staff on concerns and ensure staff read all communications and this includes senior leaders and governing bodies. Senior leaders implement working practices promoting a good work-life balance. Staff surveys are carried out in the school on aspects of working during Covid-19. LBB Senior management 'Restore Group' in place for high level corporate decision making.</p>	1	4	4	Adopting LBB model			

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2.Occupancy of classrooms, corridors and communal areas. Social distancing Taking of play breaks and lunch	Risk of Covid-19 transmission	Staff, children and invited visitors	<p>No more than 25% of students in years 10 and 12 will be in school on any one day. The following control measures will be in place</p> <ul style="list-style-type: none"> - avoid contact with anyone with symptoms - frequent hand cleaning and good respiratory hygiene practices - regular cleaning of settings - minimising contact and mixing (social distancing) <p>It is still important to reduce contact between people as much as possible and transmission risk can be reduced by ensuring children, young people and staff where possible, only mix in a</p>	2	4	8				

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Occupancy of classrooms, corridors and communal areas. Social distancing Taking of play breaks and lunch (Continued)	Risk of Covid-19 transmission	Staff, children and invited visitors	<p>small, consistent group and that small groups or 'bubbles' stay away from other people and groups. Continue to discourage children to physically touch children and staff. Public Health England (PHE) is clear that if schools and colleges do the above 4 control measures, then the risk of transmission will be lowered.</p> <p>Where settings <u>can</u> keep children and young people in those small groups of a social distancing 2 metres away from each other, such as with desks and seating arrangements, they should do so. While bubble groups should be</p>							

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			<p>kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p> <p>Each bubble will stay the same for the time they are in school (12 students in year 10). They will be taught by no more than 2 different staff. Staff will teach 1 or 2 groups during one day.</p> <p>A temporary cap on numbers attending and smaller group sizes can be achieved by cutting the class in half or by a third, dependent on the rooms being sufficiently large enough to maintain a 2-metre social distance with desks and seating. Government guidance suggests no more than 15 pupils per classroom but potentially much smaller numbers are required for early years children.</p>							
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Occupancy of classrooms, corridors and communal areas. Social distancing Taking of play breaks and lunch (Continued)	Risk of Covid-19 transmission	Staff, children and invited visitors	<p>The reduction in students also allows staffing levels to be sufficient to cope with attendees. Use of the largest classrooms is advised. If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher.</p> <p>Refresh the timetable to prioritise which activities can be delivered safely.</p> <p>Ensure that wherever possible children use the same classroom or area of a setting</p>							

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			<p>throughout the day, with a thorough cleaning of the rooms at the end of the day.</p> <p>Children sit at the same desk each day.</p> <p>Open doors where possible to avoid touching, being mindful of fire compartmentalisation.</p> <p>Where possible, outdoor or well-ventilated spaces within school grounds could be utilised for lessons and use of accessing rooms directly from outside used where possible.</p> <p>In consideration of class size, children of critical key workers must have a school place regardless of whether their year group has returned to school or not.</p>							
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Occupancy of classrooms, corridors and communal areas. Social distancing Taking of play breaks and lunch (Continued)	Risk of Covid-19 transmission	Staff, children and invited visitors	<p>If the school cannot achieve these small groups at any point the School should discuss options with the Lauren Ovenden in Education with assistance from Corporate Health and Safety. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups.</p> <p>Reduce movement around the school and stagger any assembly groups and break times so that all children are not moving around the</p>							

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			<p>school at the same time. Put in place one-way circulation where possible or place a divider down the middle of the corridor to keep groups apart.</p> <p>Stagger drop off and collection times for different groups. Plan parents' drop-off and pick-up protocols that minimise adult to adult contact.</p>							
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Occupancy of classrooms, corridors and communal areas. Social distancing Taking of play breaks and lunch (Continued)	Risk of Covid-19 transmission	Staff, children and invited visitors	<p>Remove any unnecessary items from classrooms and other learning environments where there is space to store it elsewhere to make the school easier to clean. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</p> <p>Breaks should be staggered to maintain social distance including when queuing for food (not relevant this term as there is no Canteen facility), and to ensure limited pupils in corridors. Hands MUST be washed before and after eating. Breaks taken in outdoor spaces where possible although outdoor play equipment, if in use with restrictions on numbers, should be cleaned after every break and not used by multiple groups in the same session.</p>							

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			<p>Tables cleaned between each lunch group. If such measures are not possible, children should bring their own lunch to eat in their classrooms (not relevant at this point as no lunch break).</p> <p>Toilets must have limits on the number of children able to enter the facility at one time.</p> <p>Note: Some children will need additional support, for example, routes around school marked in braille or with other meaningful symbols and social stories given to support them in understanding how to follow rules.</p>							
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Occupancy of classrooms, corridors and communal areas. Social distancing Taking of play breaks and lunch (Continued)	Risk of Covid-19 transmission	Staff, children and invited visitors	<p>For physical activity lessons, avoid group games.</p> <p>Stagger use of staff rooms and limit occupancy.</p> <p>Review of the school's pupil behaviour policy to ensure that it covers COVID-19-related incidents for sanctions and exclusions where a child wilfully refuses to follow arrangements of social distancing, deliberately coughs or spits at pupils or staff, or incidents of assault and violence, putting others at risk.</p> <p>For children who normally receive SEND (Special Educational needs) or EHC (health-related) supported, they will require a personal risk assessment. Government guidance on conducting a SEND risk assessment: https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance</p>							

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3. Protecting extremely clinically vulnerable adults and children	Pre-existing medical conditions putting someone at greater risk if they develop symptoms of Covid-19	Staff and children	Staff and children should not attend if they have symptoms or are self-isolating due to symptoms in their household. Children who are notified by parents as extremely vulnerable, should not attend school and should continue with home-schooling. Specific groups will not be able to attend school following reopening. The advice from dfe is as follows: Vulnerable children who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. These children should not attend school or childcare, and they should continue to be supported at home as much as possible.	2	4	8				
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Protecting extremely clinically vulnerable adults and children (Continued)	Pre-existing medical conditions putting someone at greater risk if they develop symptoms of Covid-19	Staff and children	<p>Vulnerable adults Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance should work from home where possible. Clinically vulnerable individuals who cannot work from home, should be offered the safest available on-site roles (staying 2 meters away from others when possible).</p> <p>Living with shielded or clinically vulnerable person If a child or a member of staff lives with someone who is clinically vulnerable including those who are pregnant, they can attend school or childcare setting. If a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an</p>							

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			<p>education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions.</p> <p>If social distancing cannot be adhered to, due to the nature of the children, those individuals should not attend the setting and be supported to learn or work from home.</p> <p>Parents must be told to follow medical advice.</p>							
	BAME staff and students more at risk of being adversely affected by the virus	Staff and children	<p>Any member of staff who feels they are higher risk should work from home where possible. If staff wish to be in school and feel vulnerable then an individual risk assessment will be carried out.</p> <p>The latest government guidance and scientific advice will be used.</p>							

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<p>4. Use of public transport to reach school</p> <p>Use of school or coach transport provision</p>	Risk of Covid-19 transmission	Children, accompanying staff and 3 rd party drivers of transport	<p>Encourage staff and the parents with their children to walk or cycle to school where possible.</p> <p>Reduce any unnecessary travel on public transport where possible. Applying the Coronavirus (COVID-19): safer travel guidance for passengers</p> <p>Ensure that transport arrangements cater for any changes to start and finish times. Make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus, follow hygiene rules and try to keep distance from their</p>	2	4	8				

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			<p>passengers.</p> <p>Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children with complex needs who need support to access the vehicle or fasten seatbelts. Assessment of the availability of school transport, including transport for pupils with special needs is required. Assess the arrangements being made by the transport providers for compliance with social distancing and hygiene.</p>							
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6.Cleaning and hand washing facilities	Risk of Covid-19 transmission	Staff, children, visitors and contractors	<p>Follow the COVID-19: cleaning of non-healthcare settings guidance</p> <p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments. Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</p> <p>Ensure that all adults and children frequently wash their hands with soap and water for 20 seconds and dry with paper towels thoroughly. Switch off hand dryers which can spread microbes. Review the guidance on hand cleaning . Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing.</p> <p>Are encouraged not to touch their mouth, eyes and nose and use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). Provide tissues in classrooms and lidded bins. Ensure that bins for tissues are emptied throughout the day.</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently. Consider how to encourage young children to learn and practise these habits through games, songs, repetition and posters.</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</p>	1	4	4				
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				L	S	RR		L	S	RR
Cleaning and hand washing facilities (continued)	Risk of Covid-19 transmission	Staff, children, visitors and contractors	<p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>Normal detergents and bleach will remove traces of the Covid-19 virus so it must be ensured that there are sufficient supplies and cleaning staff are available to maintain good infection control. Get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, hand sanitiser and cleaning products.</p> <p>Normal personal hygiene and washing of clothes following a day in an educational or childcare setting is sufficient.</p>							
5.Shared resources	Risk of Covid-19 transmission	Staff and children	<p>Limit the amount of shared resources such as books that are taken home and limit exchange of take-home items between children and staff.</p> <p>Prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</p> <p>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom is occupied by the same children in one day, or properly cleaned between cohorts. (Not relevant at this point).</p>	1	4	4				

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<p>6.Discovery of ill health</p> <p>Temperature testing and tracing</p>	<p>Risk of Covid-19 transmission</p>	<p>Staff and children</p>	<p><u>Symptoms of Covid-19</u></p> <p>If a child or staff member develops symptoms they should be isolated in a separate room whilst awaiting their transport/lift home, then sent home immediately. Staff will be required to use National smart phone App when rolled out. Arrangements in place for anyone who becomes unwell with a new continuous cough or a high temperature at work, and how they will be isolated, to be sent home and staff are advised to follow the stay at home guidance. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>Anyone showing symptoms should request to be tested within 5 days of symptoms starting (government test guidance).</p> <p>A negative test will enable children to get back to childcare or education, and their parents to get back to work. A positive test will ensure rapid action to protect other pupils and staff in their setting. Those who are clinically vulnerable, or are living with someone who is, should follow our protective measures guidance.</p> <p>A positive test result in the rest of their class or group being sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person, or staff member they live with in that group subsequently develops symptoms.</p>	<p>2</p>	<p>4</p>	<p>8</p>				
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Discovery of ill health Temperature testing and tracing (continued)	Risk of Covid-19 transmission	Staff and children	As part of the national test and trace program, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise the school and other settings on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. School must follow decontamination advice: the COVID-19: cleaning of non-healthcare settings guidance							
7. PPE	Risk of Covid-19 transmission	Staff and children	The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases such as for children with intimate, special or medical care needs that need assistance. A risk assessment for assisting those pupils should be carried out to identify PPE such as gloves, protective mask and apron that will be required. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings.	1	4	4				

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9. Emergency arrangements for First Aid provision and CPR, Fire Marshals, Buddies for PEEPs Evac+chair personnel	Risk of Covid-19 transmission	Staff and children	<p>Two-metre social distancing not applicable. First Aiders issued with masks and gloves. Review of the first aid risk assessment is required for each site. Do not carry out mouth to mouth resuscitation, just chest compressions. See guidance video from Resuscitation Council UK https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/</p> <p>All emergency personnel must practice good sanitation measures afterwards including washing hands.</p> <p>Minimum number of first aiders on site daily in line with the first aid risk assessment and continual review based on occupancy and tasks.</p> <p>Must socially distance at any assembly point</p>	2	4	8				
10. Visitors and contractors on site	Risk of Covid-19 transmission	Staff, children, visitors and contractors	<p>Reception tell visitors and contractors to socially distance upon entry to building, or use of notices to remind visitors.</p> <p>Visitors and contractors are by appointment only, and only allowed into the building for essential services.</p> <p>Contractor visits planned so they do not overlap with other contractors working in the same area. Also consider if work can be done out of hours when staff not in.</p>	1	4	4				

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Visitors and contractors on site (continued)	Risk of Covid-19 transmission	Staff, children, visitors and contractors	<p>Revise signing in procedure so that Reception can sign the person in, to avoid the sharing of pens.</p> <p>Consider how visitor passes will be cleaned after each use if they are the variety that hangs around the neck.</p>							
11. Communication to parents	Risk of concerns from parents not being received. Risk of parents not receiving vital health and safety information to control risk of Covid-19 transmission	Children and staff	<p>Refer to Government publication on ‘What parents and carers need to know’</p> <p>Tell children, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)</p> <p>Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should accompany the child.</p> <p>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use).</p> <p>Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</p>	1	4	4				

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Communi- cation to parents (continued)	Risk of concerns from parents not being received. Risk of parents not receiving vital health and safety information to control risk of Covid-19 transmission	Children and staff	<p>Ensure parents and oldest children who may travel alone are aware of recommendations on transport to and from education or childcare settings (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers</p> <p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including whether training is needed.</p> <p>Any parents who need to attend the school during the day to administer medication to their child, must be isolated from the other children and consider use of a separate room to administer. Any arrangements would need to be agreed beforehand.</p> <p>Encourage surveys to parents to collect in any concerns. Set up an email address which is monitored for parent concerns and consultation.</p>							

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				L	S	RR		L	S	RR
12. Incident reporting procedures	Risk of Covid-19 transmission during incidents where social distancing is not met by accident or deliberately	Staff and children	<p>First aiders report Covid-19 related incidents on 'My View' so that RIDDOR reporting requirements are met.</p> <p>Any incidents at the school where it is found that staff have become infected through contact with work colleagues, children or members of the public during the course of undertaking their job, must be reported to HSE as a RIDDOR.</p> <p>Any member of staff who thinks they may have been exposed to Covid-19 from someone outside of the family (where isolation would normally be required), and is not themselves displaying any symptoms, is allowed to continue to work. That staff member must be mindful of the symptoms and act as soon as these appear. If symptoms are present, they must self-isolate and their family members will also be required to isolate as per guidance: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>School informs parents of any contact-related incidents between children or between children and staff and parents asked to monitor their child for symptoms. School head asks staff to monitor their own health for symptoms.</p>	2	4	8				

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13. Re-opening buildings	Risk of legionella in water systems, tanks and ventilation systems causing serious ill health or death Lifts not meeting LOLER requirements resulting in a serious injury or death Risk of poor site welfare provision affecting staff and children's wellbeing	Staff, children, visitors and contractors	Review arrangements for routine maintenance of the premises. Consider how social distancing is maintained and limit maintenance to regulatory requirements and emergencies. Risk assessment of any capital building works which were suspended during lockdown, are re-scheduled to start when the school reopens. Review the contractors' risk assessments in the context of government and public health guidance and the presence of staff and pupils on site. Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers. Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this Buildings must remain safe to occupy and the site manager must treat the school as if it has been closed for the summer holidays. Schools should review their arrangements for all building-related systems but in particular:	1	4	4				

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				L	S	RR		L	S	RR
Re-opening buildings (continued)	<p>Risk of legionella in water systems, tanks and ventilation systems causing serious ill health or death</p> <p>Lifts not meeting LOLER requirements resulting in a serious injury or death</p> <p>Risk of poor site welfare provision affecting staff and children’s wellbeing</p>	Staff, children, visitors and contractors	<ul style="list-style-type: none"> Hot and cold water systems including tanks, sinks, basins, showers and drinking water outlets: Assess drinking water arrangements for children. Switch off shared water fountains. Do not drain down systems. Increase outlet testing and flushing and temperature monitoring to maintain water hygiene and quality. Record tests. Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. For reference, use the Approved Code of Practice and HSG 274. For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers. Flush all toilets that have not been used for more than 2 weeks Gas safety. Do not isolate gas supplies to boilers and hot water generation. To avoid leaks and build-up of fumes, only isolate gas supplies where not in use such as in science labs and school kitchens, otherwise leave supplies on. Kitchen equipment. Equipment that holds water for example, dishwashers, combination ovens – should be run through at least a full cleaning cycle per week. This is to remove scale build-up and standing water build-up to prevent possible bacteria growth. Fire safety. Review escape routes and continue to carry out weekly checks of fire alarms, call points and emergency lighting. Check fire doors are operational. Brief the children on how to evacuate and where to assemble, whilst maintaining social distancing at the assembly point. 							

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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Re-opening buildings (continued)	<p>Risk of legionella in water systems, tanks and ventilation systems causing serious ill health or death</p> <p>Lifts not meeting LOLER requirements resulting in a serious injury or death</p> <p>Risk of poor site welfare provision affecting staff and children's wellbeing</p>	Staff, children, visitors and contractors	<ul style="list-style-type: none"> Security including access control and intruder alarm systems. All areas of the school should be kept secure. Further site security guidance is available. Access to certain closed areas should only be possible by relevant staff Ventilation. All systems to remain energised in normal operating mode. Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. Where possible, occupied room windows should be open. If you are unsure, advice should be sought from your Heating, Ventilation and Air Conditioning (HVAC) Advisor. <p>Staff should be familiar with the actions for schools during the coronavirus outbreak and work with their responsible bodies to ensure that statutory health and safety arrangements are in place.</p> <p>In all schools, a member of staff should be identified with responsibility for managing premises. In cases of staff illness, cover arrangements should be put in place as soon as possible.</p> <p>Contact your contractors and suppliers to check on any special interim arrangements in place due to the coronavirus outbreak.</p>							

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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Re-opening buildings (continued)	Risk of legionella in water systems, tanks and ventilation systems causing serious ill health or death Lifts not meeting LOLER requirements resulting in a serious injury or death Risk of poor site welfare provision affecting staff and children's wellbeing	Staff, children, visitors and contractors	Staff should be familiar with guidance on actions for education and childcare settings to prepare for wider opening from 1 June 2020 . More detailed information on maintenance arrangements can be found in good estate management for schools , in the section on maintenance checks and testing .							
14. Provision of pupil wellbeing	Pupil concerns not being considered. Pupils worried about returning to school.	Pupils	Staff to support pupil wellbeing and direct pupils and their parents to further information and support. Curriculum focus on wellbeing and time allowed in the timetable for pupils to share their concerns. Ensure transition forms for pupils moving to secondary schools are completed, RAG rated and returned to borough by end of May 2020. SEND to contact secondary school Inclusion Manager to discuss pupils transitioning who are vulnerable and/or have additional need.	1	3	3				