Oak-Tree Group of Schools

Record of Risk Assessment

School (if school specific) **OAK-TREE SCHOOLS COVID-19 RISK ASSESSMENT**

Room/Area/Task being assessed	COVID-19: PLAN FOR RETURNING TO SCHOOL	Name of Assessor & Role	MIKE ISBELL Group Ops Manager	Date First Issued	27/05/2020

Last Review Date	8/9/2020	Next Review Date	21/9/2020	Reviewed by	Mike Isbell

List what could cause harm	Staff/ pupils etc	Initial Risk Rating			How will the risk be minimised (actions taken to eliminate or reduce)	Residual Risk Rating		
Hazards Identified	**People at Risk**	**L**	**S**	**RR**	**Risk Control Measures**	**L**	**S**	**RR**
STAFF/PUPILS WIITH UNDERLYING HEALTH CONDITIONS & ANXIETY								
Staff with underlying health conditions that may put them at increased or very high risk of severe illness from COVID-19. This includes • **Those already classed as clinically vulnerable or clinically extremely vulnerable due to existing health conditions.** • **Those from a BAME (Black and Minority Ethnic) background that have subsequently identified as being disproportionately affected by COVID-19.** • **Pregnant members of staff.**	**Staff**	**3**	**5**	**15**	***With the reduced prominence of Covid-19 within the general community, all staff and pupils are expected to return to school as normal from the 1st September 2020.*** • **MH to write to all staff prior to returning detailing all measures undertaken in preparation for the safe return to the workplace.** • **Staff that were previously identified as 'shielding' by NHS and were either working from home or furloughed, will be consulted and undertake a 'Return to Work' evaluation. This is to both reassure and highlight additional measures that may be required.** • **The evaluation is to be extended to include those that are from a BAME background and pregnant staff.** • **Ensure that the control measures identified in the latest Government guidelines have been implemented as far as is reasonably practical. The actions to be taken are detailed within the framework of this Risk Assessment.** • **Refer to the published guidelines (link below)** https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools	**1**	**5**	**5**

Pupils with underlying health conditions that may put them at increased or very high risk of severe illness from COVID-19 (i.e. those that are classed as clinically vulnerable or clinically extremely vulnerable).	**Pupils**	**3**	**5**	**15**	• **Ensure that the control measures identified in the latest Government guidelines have been implemented as far as is reasonably practical. The actions to be taken are detailed within the framework of this Risk Assessment.** • **Refer to the published guidelines (link below) https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools**	**1**	**5**	**5**
Fear/anxiety caused by returning to school for Staff & Pupils that do not have underlying health concerns	**Staff, pupils, parents/ carers**	**3**	**3**	**9**	***Individuals will respond in different ways to being asked to return to school. Some may have few 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 we 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.*** • **Ensure staff know that the Group Bursar has been trained extensively in staff mental health awareness and that she is available to chat with staff.** • **Provide staff, pupils and parents/carers with details of the measures that the school will be taking to minimise the risk of them contracting the virus at the school.** • **Identify any specific concerns that employees, pupils, and/or parents/carers have (eg certain activities or areas of the school operation) and address these concerns as soon as possible.**	**1**	**3**	**3**
COVID 19 MANAGEMENT OF SYMPTOMS AND CONFIRMED CASES								
Suspected/ confirmed case of COVID-19 on site. **Staff, pupils, contractors, and/or visitors may display symptoms of COVID-19 whilst on site and may subsequently test positive for COVID-19.**	**All**	**4**	**5**	**20**	• **If a member of staff, pupil or visitor (including parents) or contractor becomes unwell with a new, continuous cough and/or a high temperature and/or loss of taste or smell whilst on site they must be sent home and advised to follow the government stay at home guidance. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance** • **Isolate the individual in the room provided for this purpose if they require assistance before returning home or if they are waiting to be picked up.** • **If they are seriously ill, then a member of staff should call 999.** • **If a member of staff is diagnosed as having COVID-19 and there is reasonable evidence that it was caused by exposure at work, this must be reported to the enforcing authority under RIDDOR 2013** • **Being mindful of individual pupils' needs, it would not be appropriate for younger children to be alone without adult supervision.** • **Where possible, a window should be opened for ventilation.** • **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 additional needs).** • **If they need to go to the bathroom while waiting to be collected, they should use a**	**1**	**5**	**5**

					separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • **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 enter the school premises any other area.** • **If a pupil, the individual should be escorted into the care of the person attending.** • **If a member of staff has helped someone who was unwell with a new, continuous cough, high temperature, or a loss of, or change in, their normal sense of taste or smell; they do not need to go home unless they themselves develop symptoms or the individual subsequently tests positive.** • **If PPE was required during this process this should then be correctly disposed of.** • **They must wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.** ***Requirements following a confirmed case:*** • **Group Operations Manager or Group Managing Principal should contact local Health Protection Team to report the case and ask for further advice. The Health Protection Team may also contact the School directly if they become aware of a confirmed case involving a staff member or pupil at the school, as identified by NHS Test & Trace.** • **The Health Protection Team to undertake a rapid Risk Assessment and advise the requirements for self-isolation.** • **Schools to comply fully with the actions required as directed by the Health Protection Team.**			
Lack of planning for the continued education of those pupils that are required to isolate at home, or in the event that a further lockdown is imposed.					***Consideration: While the Government Policy is for the full return to normal school operations from the 1 September, should there be the requirement to implement a further lockdown, then the measures for remote teaching must be in place for immediate activation.*** **Potential control measures may include:** • **Review and update written safeguarding procedures against the government guidance documents Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and Safeguarding and remote education during coronavirus (COVID-19) to consider potential issues with the shift towards virtual/online teaching and learning.** • **Staff and volunteers to be provided with a copy of the updated Safeguarding Policy and briefed on the key changes.** • **Copy of updated Safeguarding Policy to be made available publicly on the school's website.** • **Safeguarding Policy to be kept under review as the situation evolves and following changes to the government guidance.** • **Ensure that staff are clear about what is/is not acceptable in terms of methods of communication with pupils.**			

COMMUNICATION								
Lack of adequate communication related to COVID-19 procedures to staff, pupils, parents/carers, contractors and other visitors.	ALL	4	3	12	• Regularly brief staff and pupils on the symptoms of COVID-19 (but not through large gatherings such as staff meetings or assemblies). • Display posters that provide information about symptoms in prominent locations around the site. • Inform pupils, parents, visitors, such as suppliers, and contractors not to visit the school if they are displaying any symptoms of COVID-19 and to follow the government stay at home guidance: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance. • Ensure that staff, pupils, contractors and other persons coming onto site are briefed on the procedures to follow should they become ill with symptoms of COVID-19 whilst on site and that this is updated periodically in line with any changes to the government guidance and/or the school's own procedures. • Identify a suitable isolation room for any suspected cases and ensure that suitable signage is in place. • Tell parents that if their child needs to be accompanied to school, only one parent should attend. • Tell parents, carers and pupils 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 and not to congregate in car parks). • Make clear to parents that they cannot gather at entrance gates or doors, or enter the site, unless they have a pre-arranged appointment. • Communicate with staff by email/Portal message about all plans (for example, safety measures, timetable changes and staggered arrival and collection times). • Send staff the link to watch an official government guide about donning and doffing PPE safely. • Communicate early with contractors and suppliers that will need to prepare to support our 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. • Fully brief the Caretaking and Maintenance Teams as to the enhanced cleaning regimes needed to be implemented to ensure a safe return to the workplace • Involve staff in assessing workplace risks and the development and review of amended policies and procedures especially for area that pose a higher risk such as Music and PE. • Distribute this Risk Assessment to all staff for consideration and to advise them as to the measures that have been taken to minimise the risk.	2	3	6

Lack of adequate communication related to COVID-19 procedures to staff, pupils, parents/carers, contractors and other visitors following a CONFIRMED case of COVID 19 within the school.	**Staff, pupils, parents/ carers**	**4**	**3**	**12**	***Communication following a confirmed case:*** • **If a positive test is confirmed and in conjunction with the advice received from the Health Prevention Team letters and/or emails to be sent to staff and parents outlining the school's response and subsequent actions to be taken.** • **If 2 or more cases confirmed within 14 days or the school identifies an overall rise in sickness absence, the school must continue to work with the local Health Protection Team and implement further actions and communications as directed.**	**1**	**3**	**3**
Dealing with mental health or wellbeing difficulties for children who are returning for the first time in September 2020	**Pupils**	**2**	**5**	**10**	***It is important to recognise that while 'getting back to normal' is important and will be reassuring for many, school staff will need to consider how to support:*** • ***individual children who have found the long period at home hard to manage*** • ***those who have developed anxieties related to the virus*** • ***those about whom there are safeguarding concerns*** • ***those who may make safeguarding disclosures once they are back in schools*** ***Some children may also have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.*** • **Consider providing opportunities for children both in school and at home to talk about their experiences of the past few months.** • **Offer opportunities for one-to-one conversations with trusted adults where this may be supportive for certain individuals.** • **Consider arranging some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe.** • **Plan for pastoral activities, such as positive opportunities to renew and develop friendships and peer groups, or other enriching developmental activities.**	**1**	**5**	**5**
Mental health or wellbeing difficulties for staff who are returning to school for the first time in September or who are/have been alone for the duration of the lockdown.	**Staff**	**3**	**5**	**15**	• **Make sure that line managers have been in regular contact with the staff in their line management groups and maintain these contacts upon returning.** • **Promote the need for a good work-life balance, including limiting or reducing workloads where possible.** • **Ensure staff know that the Group Bursar has been trained extensively in staff mental health awareness and that she is available to chat with staff.** • **Provide opportunities for 1:1 sessions to discuss concerns.** • **Provide links to resources and materials that may be of use.**	**1**	**5**	**5**

SOCIAL DISTANCING								
Failure to implement suitable social distancing measures in classrooms and other general teaching spaces.	**All staff, pupils and others on site.**	**3**	**5**	**15**	**Consideration:** ***The overarching principle to apply is reducing the number of contacts between children and staff. Schools must consider how to best achieve this while aiming to deliver a broad and balanced curriculum.*** ***Actions to be taken will depend upon*** • ***Children's ability to distance*** • ***The layout of the school*** • ***The feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary school)*** • **Agree grouping of staff and pupils based on the general principles that they should only mix in defined and consistent groups (bubbles) where possible. and maintain adequate distancing between individuals within each bubble where it is practicable to do so.** • **Recognise that the guidelines actively support the movement of specialist teachers between groups/bubbles in order to deliver the curriculum** • **Ensure that pupils are in the same bubble at all times each day, and that different groups are not mixed during the day or on subsequent days (allowing for 'sessional' attendance in the Kindergartens). This is more likely to be achievable within the Early Years and Junior School settings.** • **Ensure that the same teacher(s) and other staff are assigned to each group where possible and, as far as possible, that these stay the same during the day and on subsequent days.** • **Ensure that, wherever possible, pupils use the same classroom or area of a setting throughout the day, with thorough cleaning of the rooms at the end of the day.** • **With the flexibility afforded in the latest Government Guidelines published 7 August 2020, consider how to best deliver the curriculum working with bubbles the size of year groups (applicable to secondary schools). Note however that if smaller groups can be achieved then this is recommended.** • **Consider staff/pupil ratios needed in order to support split classes where applicable.** • **Decide which activities will be delivered, how and when.** • **Minimise the specialist provision where children are required to leave their assigned area and travel to a different room/area of the school, eg computer suite or science room.** • **Consider which activities could be delivered outdoors (subject to weather conditions). and consider using temporarily constructed areas such as gazebos and outdoor classrooms.**	**1**	**5**	**5**

					• **Maximise the opportunity to increase ventilation in all rooms by maintaining an 'open-door' practice (subject to Fire Safety concerns being addressed) and, the opening of windows and other forms of ventilation.** • **Allocate teaching and support staff and refresh the timetable in light of the above.** • **Desks to be spaced as far apart as possible, with pupils facing forward only.** • **Seat pupils at the same desk each day if they are in full time attendance.** • **Apply best endeavours to maintain a distance of 1.5 to 2 between pupils and between staff.** • **Chairs and other non-essential furniture should be removed to create more space for effective social distancing.** • **School bags should be managed to contain essential item only.** • **Ensure that staff, pupils, and parents/carers are briefed on the new timetable and social distancing procedures.** **Consideration:** • **After school clubs and other wraparound care provision can now take place. Ideally, numbers should be restricted to a practical minimum, with numbers not exceeding 15 as a reasonable guideline to follow. Most operate across year groups and in multiple spaces, meaning that pre-existing 'bubbles' will be broken with children spending time with others not in their immediate groups. While every endeavour will be made to minimise the mixing of groups and the contact between individuals, it is accepted that strict control measures cannot apply.** • **It is still however regard as beneficial as these actions reduce the network of possible direct transmissions.**			
Failure to implement appropriate social distancing measures to facilitate the teaching of specialist subjects and failure to provide adequate control measures where additional concerns have been identified due to the manner in which specialist subjects need to be taught to be effective.	**All staff and pupils**	**3**	**5**	**15**	**Considerations:** ***In order to deliver the broad curriculum required, specialist subjects such as Music and Sport Specific PE are reintroduced from the 1st September. Each subject has associated risks specific to them and therefore these need to be individually addressed, with control measures implemented to minimize the risk.*** **MUSIC LESSONS** • **Apply where it is reasonable to do so, all, or as many of the measures identified for general teaching areas outlined above.** • **Each dedicated Music Studio or Peri Room will have an antibacterial dispenser located outside the entrance which must be used by both Staff and Pupils prior to entering the room.** • **Each room will contain an antibacterial spray and suitable disposable towels for the wiping down of designated shared instruments should they have been used in the lsson.** • **Each room will maintain the minimum amount of resources required to deliver the**	**1**	**5**	**5**

					curriculum so that surfaces that could become contaminated are reduced. This is especially relevant if singing/shouting is required in the lesson planning. • Instruments that are 'blown' such as recorders and other wind instruments MUST NOT be shared and are allocated for sole use to pupils. • Shared instruments are to be identified and 'wiped-down' by the attending teacher at the end of each lesson. • Pianos and touch-screens where used to be wiped down following the lesson. • Where there are 1-1 lessons and/or where teachers are in close proximity to pupils then 'pop-up' protective screens are available for use. These are more likely to be used within the Peri Rooms and must be 'wiped-down' and stored in their cases following use. • Where there is the requirement to be in close proximity to a pupil, face shields, gloves and other PPE items are available for use via the designated PPE 'go-bag' retained by the school office/head teacher and provided upon request. • Teachers must no 'play' a pupils instrument, even if this is to diagnose a fault. • Where lessons are conducted in music studios or school halls, floor markings will be in place to ensure social distancing is maintained. PHYSICAL EDUCATION LESSONS • Continue for as long as is reasonable to conduct PE at an outdoor location. • External venues can be utilized as long as Social Distancing measures can be implemented. • External changing facilities should be avoided where possible. • Pupils are to continue to come into school in PE kit if they have PE/Games that day and remain in kit for the remainder of the day • Contact Sports are not to be delivered at the current time in order to maintain Social Distancing. • When travelling to/from sports venues, strict hygiene protocols are to be followed (see undertaking of off-site trips) • Sports equipment must be thoroughly cleaned after use. • Ensure that cleaning materials are readily available for this purpose.			
Failure to implement suitable social distancing measures in common areas such as access paths, corridors, dining areas, playgrounds, toilets etc.	**All staff, pupils and others on site.**	**3**	**5**	**15**	• Agree grouping of staff and pupils based on the general principles that they should only mix in a small, consistent group and that small group stays away from other people and groups maintaining their 'bubble'. • Consider measures to keep groups apart whilst in common areas, internal corridors and staircases. (NB brief transitory contact, such as passing in a corridor or on a staircase is considered low risk. This can be supported by a 'keep-left' policy.)	**1**	**5**	**5**

					• **Senior pupils at Braeside and Normanhurst only may choose to wear face masks when accessing any/all of these areas, all of which pose the potential for close proximity contact with fellow pupils not in their immediate group or bubble.** • **Ensure strict control measures for the wearing and hygienic safe-keeping of masks are communicated and adhered to by all pupils.** • **Install floor markings in school hall, dining areas, playgrounds and office where relevant and practical.** • **Limit the number of people who can access the toilets at any one time, taping off toilets/sinks where necessary to aid social distancing measures etc.** • **Consider revising timetables and select classrooms that facilitate the reduction of movement around the school.** • **If practical, 'one-way' routings can also be considered.** • **Consider conducting 'Zoom' assemblies rather than real assemblies that rely on the movement of pupils and staff around the site.** • **Stagger breaks to ensure that a limited number of pupils are using designated routes at any one time.** • **Staff and pupils to access rooms directly from the outside where possible and safe to do so.** • **Stagger lunches so that all staff and pupils are not moving around the school at the same time. Groups should be kept apart as much as possible and tables should be cleaned between each group by the assigned maintenance team member and/or lunchtime staff (staff wearing the appropriate PPE).** • **Where possible, younger Kindergarten children should be brought their lunch in their classrooms to minimize movement around the site.** • **Parents should be asked to drop off each morning within a window of 25 minutes from 8.15am until 8.40am to minimise the risk of large groups crossing each other.** • **Request parents/carers to only arrive on site 5 minutes before the dismissal time of the child.** • **Parents should be assigned locations for picking up each afternoon to minimise large groups congregation in the same place.** • **Staff should hand children to parents as soon as parents arrive on site, with a more flexible approach to picking up.** • **Request parents not to accompany older children to school buildings/classrooms where possible.** • **If necessary, only one parent/carer to accompany a child to their designated entrance.** • **Parents/carers not to enter any buildings and to leave immediately after they have dropped off or picked up.** • **Communicate the above revised operating procedures to parents both via email and appropriate signposting on school sites.**			

					• **Outdoor play equipment can now be utilized and must be thoroughly cleaned between use.** • **Consider allocating the equipment to one class/group per day. This may also apply to the adventure playgrounds at Oaklands and Coopersale Hall.** • **Early Years settings at each school has their own dedicated play equipment which will be utilized by consistent groups/bubbles. These areas to be cleaned daily as part of the enhanced cleaning regime.** • **School halls and external sports facilities for dining and exercise can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place.** • **Uniformed maintenance team and senior staff to maintain a visible presence in car parks and entrances to encourage parents/carers dropping off/collecting not to congregate in groups and to limit to a minimum the time they spend on school premises.**			
Failure to implement suitable social distancing measures in school office(s), meetings rooms and staff rooms.	**All staff, pupils and others on site.**	**3**	**5**	**15**	• **Consider the grouping of staff on site and allocating offices, staff rooms, rest areas and toilets according to cohorts. Ensure that staff allocated an area maintains appropriate social distancing.** • **Staff to be provided with alternative break-out areas for rest, tea and coffee making facilities etc to minimise the need for a large gathering in one space. Ensure equipment for this purpose is made available.** • **Stagger the use of staff rooms, rest areas and toilets to limit occupancy.** • **Review office layouts and processes to allow staff to work further apart from each other.** • **Only where it is not possible to move workstations further apart, arrange staff to work side-by-side or facing away from each other rather than face-to-face.** • **Install perspex barriers where adequate social distancing cannot be achieved both between employees and where staff interact closely with multiple persons e.g. parents and deliveries to school office.** • **Operate a '1 in, 1 out' system in school office to minimise the number of parents, staff and visitors in proximity to each other.** • **Use floor markings to indicate where to wait when approaching the office.** • **Hold staff/parent meetings virtually where possible. Where this is not possible, keep meetings to a small number of people and use a large indoor or outdoor space that is well ventilated.**	**1**	**5**	**5**
Failure to implement suitable entry and social distancing measures for parents, essential contractors and other visitors.	**Invited Parents, visitors and contractors**	**3**	**5**	**15**	• **Review all people anticipated to attend site and determine those who are non-essential (e.g. some visitors, contractors etc.).** • **Inform non-essential people that they must not attend the site until further notice.**	**1**	**5**	**5**

					• Entry to the site to remain controlled by school office buzzer entry system for all visitors. Any non-essential people can be denied access. • All visitors (defined as those that are not employees of the Oak-Tree Group) MUST wear a suitable face mask at ALL times while in any school building. Access MUST be denied if the visitor cannot comply. • Gel hand sanitiser should be used by all visitors when entering a school building. School office to remind each visitor to do so. • Fix additional hand sanitisers outside all main entrances to further encourage use. • Consider signage on school entrance gates and/or entrances to advise who is/is not permitted to access the site. • Remind all contractors and visitors to adhere to the social distancing measures in operation both via verbal briefing from school office and appropriate signage. • Ensure landyards worn by visitors to the schools are cleaned following their return with the cleaning wipes which will be provided for this purpose. • Limit the number of essential contractors/visitors accessing the school at any one time (eg one at a time in each part of the site). • Arrange for deliveries to be left in a designated area, near to the entrance, to prevent the need for couriers to enter the school buildings unnecessarily. • Staff to maintain social distancing when escorting contractors/visitors. • Where possible, obtain copies of contractors' COVID-19 risk assessments prior to them attending site and ensure that they comply with the specified control measures. • Clean/disinfect areas that have been temporarily occupied by contractors or visitors.			
Non-essential contractors visitors either planning to visit or attending site without appointment.	**All staff, pupils and others on site.**	**3**	**5**	**15**	• Undertake a review of persons expected to attend site and determine those that are non-essential (eg visitors, contractors). • Inform non-essential persons that they must not attend the site until further notice. • Inform uninvited visitors that they must leave the site immediately and place a phone call to the office to make an appointment if deemed appropriate.	**1**	**5**	**5**
TRAVELLING OFF-SITE								
Undertaking of offsite trips/educational visits overseas.	**All. FCO advice**	**3**	**5**	**15**	• The government continues to advise against any overseas trips for children under 18 organised by educational settings.	**0**	**0**	**0**
Undertaking of offsite trips/educational visits within the UK.		**3**	**5**	**15**	• Educational Trips within the UK can be arranged providing that there are no overnight stops or accommodation associated with the visit. • Continue to undertake thorough Risk Assessments for all planned trips to ensure COVID secure measures have been implemented by service providers at venues. • The planning of trips must ensure the maintaining of consistent groups/bubbles for the duration of the trip.			

					• **Maximise the opportunity to use outdoor venues to reduce risks.** • **Ensure each completed itinerary is scrutinized by the Group Operations Manager and signed off as Covid Compliant. This procedure to be reviewed at the end of the Autumn Term 2020.**			
Staff and pupils contracting the virus through direct/ indirect transmission when travelling to/from school using their own means.	**All staff and pupils**	**3**	**5**	**15**	***The school's 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 our control.*** • **If staff or pupils must use public transport, consider adjusting their hours of work/learning if possible to allow them to travel outside of peak times.** • **Ensure staff, pupils and parents/ carers are aware of recommendations on transport to and from the school (including avoiding peak times) as outlined in *Coronavirus (COVID-19): safer travel guidance for passengers*.** • **Encourage staff, pupils and parents/carers to walk or cycle to the school if possible and provide safe bike storage or racks to facilitate this.** • **Provide additional parking facilities, where possible, to enable more staff to drive into work.** • **Limit as much as is possible the requirement to bring items into school from home, such as books, PE kits and other equipment.** • **Provide hand washing facilities or hand sanitisers at entry points or as close to entry points as possible and instruct staff and pupils to clean their hands prior to entering the school buildings.** • **Promote the wearing of face masks while commuting on public transport thereby supporting Government guidelines.**	**1**	**5**	**5**
Staff and pupils contracting the virus through direct/ indirect transmission when travelling to/ from the school site on minibuses operated by the school	**All staff and pupils**	3	5	15	• **Ensure adequate separation between driving compartment and the rear seating through the installation of a physical barrier or screen** • **Drivers to wear a face mask prior to boarding and whilst passengers are on board** • **Only one additional passenger may sit up front with the driver and it must be the window seat that is occupied.** • **Face masks to be worn by staff at all times.** • **Log-Book kept within each vehicle and completed for every journey. Information to include :** - **Drivers name** - **Date/time of journey** - **Destination** - **Detail of Group travelling** - **Other staff on board** - **Post journey cleaning confirmation**	**1**	**5**	**5**

					• Hand sanitizer must be provided to each person travelling before boarding , administered by the staff member or driver. • All common-touch areas including seating and separation screen to be sprayed/cleaned by driver once journey completed • All cleaning items and PPE to be checked at start of day to ensure adequate supplies.			
HYGIENE & CLEANING PRACTICES								
Staff, pupils, contractors and visitors not implementing suitable hygiene practices to limit the risk of transmission.	All	3	5	15	• Review stocks of hand soap, alcohol-based hand sanitiser and paper towels and purchase additional stocks as required. • Ensure that staff, pupils, contractors and visitors have access to suitable hand washing facilities (ie either running water and hand soap or alcohol-based hand sanitiser). • Provide alcohol-based hand sanitiser in prominent places and ensure that appointed maintenance team members are tasked with topping these up regularly. • Brief staff, pupils, contractors and visitors on the need to wash their hands regularly. Reinforce this message with the placement of appropriate signage. • Brief staff, pupils, contractors and visitors on good respiratory hygiene practices (ie covering your mouth and nose with your bent elbow or tissue when you cough or sneeze, promoting the NHS 'catch it, bin it, kill it' slogan). • Ensure that bins are emptied periodically throughout the day by members of the maintenance team, and in any case on request if a used tissue has been deposited following a sneeze etc. • Brief staff, pupils, contractors and visitors on the need to avoid touching their faces (and especially the eyes, nose and mouth). • Brief staff and pupils on the need for non-contact greetings (ie no shaking hands, hugs etc). • Display posters in prominent locations to remind staff, pupils and others of good hand and respiratory hygiene practices. • Ensure staff supervise young children to ensure they wash their hands for 20 seconds, more often than usual (and after using the toilet, before eating and after blowing their nose, sneezing, coughing) with soap and water or alcohol-based sanitiser and catch coughs and sneezes in tissues. • Supplement the cleaning practices within Early Years with the introduction of steamers, which are proven to work effectively at killing the virus. • Steamers are to be used at the end of each day on appropriate soft toys and other relevant equipment which have been used during the day and isolated for cleaning. • Continue to educate the children about good hygiene procedures through discussions and appropriate websites.	1	5	5

Lack of adequate cleaning regime leading to indirect transmission of the virus through contact with contaminated surfaces/equipment.	**All**	**3**	**5**	**15**	• **Review cleaning regime for general areas (eg areas of the school that will be frequently occupied, as well as touched objects and surfaces such as doors, sinks, light switches, toilets, bannisters, lunch tables etc.)** • **Ensure the suitability of existing cleaning substances and equipment used etc.** • **Increase the frequency of cleaning for areas that are either shared by different groups or items that are 'multi-touched' (eg, pens, desks, chairs, DSE equipment).** • **Ensure that suitable cleaning and disinfection methods are employed between uses either by maintenance team or classroom-based staff using disinfectants provided.** • **Frequently used items such as pens, pencils should be for 'sole use' only, this includes both pupils and teachers.** • **Remove all unnecessary soft furnishings, soft toys and toys that are hard to clean.** • **Staff and pupils should use allocated desks/tables.** • **With the return to normal operations, all desks, tables and chairs in the relevant area(s) should be appropriately cleaned prior to each new use.** • **Ensure that COSHH assessments are completed for any new cleaning substances introduced.** • **Provide PPE for those undertaking cleaning duties. These will include rubber gloves and face masks.** • **Review stocks of cleaning substances, equipment and PPE and purchase additional stocks if required.** • **Ensure routine cleaning and disinfection of frequently touched objects and surfaces (eg door handles, handrails, tables etc.) throughout the day, and then again each evening.** • **Provide disinfectant wipes near to commonly used equipment.** • **Provide training for both in-house and external cleaning staff on any changes to the cleaning regime, including any new cleaning substances/equipment and/or PPE. Record that training has been undertaken.** • **Place cleaning rotas in all toilets and ensure they are completed regularly.** • **Support the cleaning regime by reducing contact points where possible (eg operating an open door/environment throughout).** • **Review and amend the security arrangements to account for these changes.** • **Staff to be advised to receive/mark pupils' work electronically where possible, or to use gloves if on paper/in books.**	**1**	**5**	**5**
Failure to complete adequate cleaning and checks prior to reopening the school.	**All**	**3**	**5**	**15**	***We maintained our normal programme of inspections and upkeep throughout the lockdown period and therefore there are no additional requirements required for the full re-opening of our schools.***	**1**	**5**	**5**

CATERING								
Hazards associated with the catering provision which may lead to the transmission of the virus.	**All**	**3**	**5**	**15**	***Chartwells, the Oak-Tree Group's external catering provider, has circulated a 'Re-opening strategy' that the school has reviewed and approved. This will be closely monitored to ensure that Chartwells staff are in full compliance with the actions indicated within this document.*** **In support of the Chartwells strategy:** • **Minimise where possible access to multi-touch points such as service at serveries, salad bars and drinks stations. Food and drink will served to staff and pupils at a designated collection point.** • **Floor markings to be added to identify a 'no entry zone' preventing staff and pupils from approaching normal multi-touch surfaces.** • **Ensure that cleaning schedules are updated where necessary within the dining areas.** • **Ensure hand sanitisers located within the dining area are full and remind staff/pupils of their use** • **Regularly remind staff and pupils of the need to wash their hands thoroughly before and after meals.** • **Ensure that any refreshments for events (eg team meetings) are served rather than self-service where possible.** • **Provide staff responsible for preparing food with refresher training in personal hygiene and correct handwashing techniques.** • **Ensure that no snacks are brought to school from outside.**	**1**	**5**	**5**
HEALTH AND SAFETY CONSIDERATIONS								
Lack of adequately-trained fire marshals.	**All**	**2**	**5**	**10**	• **Review the Fire Risk Assessment and Fire Evacuation Procedures.** • **Ensure that adequately-trained staff are available on-site at all times to assist both in the event of an emergency and in the undertaking of fire evacuation testing.** • **If there are changes to normal operations, amend the Risk Assessment accordingly and mitigate for these changes.**	**1**	**5**	**5**
New fire hazards as a result of implementing control measures for COVID-19.	**All**	**3**	**5**	**15**	***Current fire procedures direct staff and pupils to fire assembly points with limited space, potentially resulting in staff/pupils being in close proximity to each other and breaching social distancing guidelines.*** ***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.*** • **With the requirement to increase ventilation throughout the site, doors are to be**	**1**	**5**	**5**

					hooked/wedged open. This could present a greater risk. An open-door policy has already been adopted as an operational policy and has been considered within our current Fire Risk Assessment and Fire Procedures. • **Ensure that any changes to classroom layouts and all other areas within schools do not represent a hazard should there be a requirement to evacuate the school buildings.** • **Review current Personal Emergency Evacuation Plans (PEEPs) and update if required.** • **Review fire assembly points to ensure that they are conducive with social distancing advice where practicable.** • **Ensure that staff working in areas of the school site that are not familiar to them are briefed on the fire procedures and complete a walk through to identity escape routes, fire exits and assembly points.** • **Ensure that pupils learning in areas of the school site that are not familiar to them are briefed on the fire procedures (eg escape routes, fire exits and assembly points etc).** • **Ensure that any changes to the Fire Risk Assessment and/or written Fire Procedures are communicated to staff.** • **Consider conducting a Full Fire Drill at the earliest appropriate opportunity to test the robustness of current procedures.**			
Lack of adequate trained first aid/medical/ administration of medication personnel.	**All**	**2**	**5**	**10**	• **Review list of trained first aiders and those staff responsible for the administration of medication to determine who will be back at school.** • **Work to ensure that adequate coverage remains in place based on the needs of the staff and pupils on site.**	**1**	**5**	**5**
Provision of first aid/medical treatment to asymptomatic/symptomatic individuals.	**Staff administering First Aid**	**3**	**5**	**15**	***First aiders and in-house medical staff may need to provide treatment to both asymptomatic and symptomatic individuals, resulting in a risk of them contracting COVID-19 and spreading it to others.*** • **Staff member/pupil showing symptoms is confined to the identified isolation room at each school.** • **If possible, first aider attending this person should maintain the 2m social distancing guidelines.** • **If maintaining social distancing is not possible, or close physical contact is required, then PPE is to be worn.** • **Ensure PPE is available at a suitable location to enable donning/doffing.** • **Ensure instructions for the correct donning/doffing of PPE are clearly posted.** • **Ensure disposal of PPE is catered for with suitable containment.** • **Ensure that all staff have been sent, received and viewed the Public Health England (PHE) video demonstrating the correct donning & doffing of PPE.** • **Review PPE regularly to ensure that suitable supplies are available.**	**1**	**5**	**5**

Lack of risk assessments for any new/adapted teaching activities.	**All**	**2**	**5**	**10**	• **Each class teacher to conduct a classroom Risk Assessment and update as required, taking into account any COVID 19 adaptations that may present an additional hazard or concern.** • **Ensure staff affected by any changes to the Risk Assessment are briefed on the content of the Risk Assessment.**	**1**	**5**	**5**
Poor ventilation	**ALL**	**2**	**5**	**10**	**The general aim should be to supply as much outside air as possible throughout the school buildings.** • **Staff should be advised to open doors and windows where possible and safe to do so. (Staff must be mindful of the fire risk as well as considering safeguarding and security risks).** • **Ensure staff remove any wedges and close doors when rooms are left unoccupied.** • **Keep toilet ventilation in operation where there is mechanical extraction.** • **Instruct toilet users to flush toilets with the lid closed.** • **Where additional ventilation/cooling is required, the installed air-conditioning units can be used. We have taken the guidance provided by the Federation of European Heating, Ventilation and Air Conditioning Associations in *How to operate and use building services in order to prevent the spread of the coronavirus disease (COVID-19) virus (SARS-CoV-2) in workplaces*.**	**1**	**5**	**5**

POTENTIAL HAZARDS: - The following checklist may be helpful in identifying potential risks

Electrical	Lighting	Fixtures /Fittings	Heating
Sockets , Switches Cables, Plugs, Extension Cables, Appliances (PAT tested), cookers,	Glare, Lights & Bulbs, Reflection	Desks, Chairs, Shelving, Worktops, Sinks, Coat Pegs, Storage, Pin Boards, Projectors	Radiators, Fan Heaters, Cooling Fans,
Slips/Trips/Falls	**Ergonomics**	**Handling/Lifting**	**Communication**
Carpets, Tiles, Cables, Tables, Chairs, Surfaces, Obstacles	Display Screen Equipment , Chair, Room Layout, Movement of Staff & Pupils, Working Environment	Shelf Heights, Equipment, Packages, Weight	H&S Notices in place, Warning Notifications
Eating /Drinking	**Chemical**	**Operation of Equipment**	**Fire Hazards**
Drinking Water, Food Storage, Hot Water Supply. Allergens	Storage, Safe Use, COSHH, PPE	Competence of use, training needs, Supervision	Combustible Materials, Waste Paper Heat Source(see electrical) naked flames

Using numerical values to calculate the levels of risk. L (likelihood) x S (Severity) = RR (Risk Rating)

L = Likelihood	S = Severity	RR = RISK RATING		
1 = Extremely Unlikely	1 = None/Minor Harm	1-4	Very Low	These risks are considered acceptable.
		5-10	Low	No additional controls required, maintain current controls.
2 = Unlikely	2 = Moderate Harm	11-15	Medium	Consider measures to reduce risks if practicable.
		15-20	High	Urgent implementation of additional control measures.

		20 + **Very High** **Unacceptable risk. Substantial Improvement in Risk Controls necessary to reduce the risk to an acceptable level**
3 = Likely	**3 = Serious Harm**	**Definitions:** **Risk Assessment - A systematic examination of identified risks** **Hazard - Something that has the potential to cause harm** **Harm - The damage that a hazard may cause, physical/psychological when involving people** **Likelihood - The chance that a hazard realises its potential to cause harm** **Severity - Extent of injury, damage etc.** **Risk - The probability of a hazard actually causing harm** **Controls - Measures introduced to reduce to an acceptable minimum, the possibility of harm to persons**
4 = Extremely Likely	**4 = Major Harm**	
5 = Almost Certain	**5 = Catastrophic/Fatal**	