



Activity:	Full Re-Opening of Schools/Settings from Autumn 2020 during Coronavirus (Covid-19) Pandemic			Location:	Boundary Oak School, Fareham
Assessor:	Sophie Savage (Headteacher) and Steve Rule (Health and Safety Officer)			Distribution:	All Staff, Parents, Proprietors & website
Date:	20/8/2020 Updated: 1/9/20 23/11/20 23/12/20 1/3/21 8/4/21 23/8/21	Proposed Review Date:	Jan 2022	Signed:	Sophie Savage

Individuals at Risk

All employees, pupils, visitors, contractors, members of the public, the people they live with and their other close contacts, in particular, vulnerable children (as classified by DfE or LA guidance or school), vulnerable adults, anyone who is Black, Asian, Minority Ethnic (BAME), young/ inexperienced workers, new/ expectant mothers, anyone experiencing ill-health or who has pre-existing medical conditions, and first aiders/nurses/intimate care providers.

Risks

COVID-19 or the novel coronavirus (Covid-19) is a new, highly infectious and serious respiratory illness that can cause death, critical illness, and other serious and potentially long-term health complications we are still learning about. The virus can be transmitted by contact with a bodily fluid containing it, most commonly saliva droplets dispersed into the air (aerosols) through talking, coughing, sneezing, and the performance of some healthcare tasks, which are then breathed in by other people nearby or the droplets land on surfaces that others touch, getting into their body when they then touch their face, especially their own mouth, nose and eyes. This may lead to anxiety and other wellbeing issues amongst staff, pupils and parents. Risks arising from lack of building/equipment particularly during periods of partial or full closure. The ability to effectively implement fire and other emergency procedures may be compromised due to reduced staff numbers for example.

All pupils, in all year groups are expected return to school from 08/03/21

Now England has moved to Step 4 of the roadmap, the government continues to manage the risk of serious illness from the virus. This is a new phase in government responses to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. More detail is at: [COVID-19 Response: Summer 2021](#).

PART 1–STAFF AND PUPIL MANAGEMENT ISSUES TO SUPPORT RE-OPENING OF THE SCHOOL/SETTING

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
A. Contact with individuals who are unwell	Serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<p>Follow PHE advice on testing, self-isolation and managing confirmed cases of COVID-19. When an individual develops COVID-19 symptoms or has a positive test they should follow PHE advice on when to self-isolate and what to do and not come into school if they have symptoms.</p> <p>Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms (a new continual cough, a temperature or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (Stay at home guidance for households with possible Covid-19 infection).</p> <p>If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance, which sets out that they must self-isolate for at least 10 days and should arrange to have a test.</p> <p>If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door or outside, weather permitting, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else.</p> <p>If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE).</p> <p>If a boarder shows symptoms, they should initially self-isolate in their household/residential setting in their designated isolation room. Most children 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 family home. Refer to guidance on isolation for residential educational settings.</p> <p>In an emergency, call 999 if someone is seriously ill, injured or their life is at risk.</p>	<p>Ensure all staff and parents are made aware.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>A small supply of fluid-resistant surgical face masks have been purchased.</p> <p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p>	Medium

			<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 with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to COVID-19: cleaning of non-healthcare settings guidance outside the home.</p> <p>If a child starts displaying coronavirus symptoms whilst at school they must, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home we will do one of the following:</p> <ul style="list-style-type: none">- use the designated school vehicle;- the driver and passenger should maintain a distance of 2m from each other;- the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so. <p>Self isolation: those pupils under 18 years old and those that are double vaccinated are no longer required to self-isolate if identified as a close contact.</p> <p>Close contacts of a positive case will be informed by NHS T&T and are strongly advised to take a PCR test.</p>		
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<p>B. Poor response to an infection</p>	<p>Infection spread leading to serious respiratory illness, death</p>	<p>All building users, including visitors/parents, contractors/maintenance personnel</p>	<p>High</p>	<p>DfE has outlined principles for managing local outbreaks of COVID-19 including responses to variants and types of measures to be prepared, how and when they should be lifted and the decision making process.</p> <ul style="list-style-type: none"> — We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to: — book a test if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit; — Follow the advice from NHS track and trace <p>Coronavirus (COVID-19) asymptomatic testing in schools</p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support continued 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 will continue with the home testing model (for pupils, following the first 2 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff.</p> <p>Testing remains voluntary but strongly encouraged.</p> <p><i>Secondary school testing on-site through an Asymptomatic Testing Site (ATS)</i></p> <p>Schools should retain a small on-site ATS on-site so they can offer testing to pupils who are unable or unwilling to test themselves at home.</p> <ul style="list-style-type: none"> — Any positive tests from LFTs will require a confirmatory PCR test to be booked. — Where possible parents collecting a child who is presenting with symptoms will contact 119 to arrange a local test. — We will ask parents and staff to inform us immediately of the results of a test: — if a child or member of staff tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating although it is still best to avoid contact with other people until they are better. If a child or member of staff tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ 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 (a cough or anosmia can last for several weeks once the infection has gone). The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal- they can return to school 48 hours after their temperature has returned to 	<p>LOW</p>
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normal.

Home testing

Both pupils and staff in secondary schools will be supplied with LFD test kits to self swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.

Pupils aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 attending a secondary school should be tested by an adult.

Confirmatory PCR tests

Staff or pupils with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school. Those with a negative LFD test result can also continue to attend school.

Primary schools

Staff in primary schools will continue to test with LFDs twice a week at home.

Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence

Symptomatic testing

The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.

Those with symptoms are also expected to order a test online or visit a test site to take a lab-based [polymerase chain reaction \(PCR\) test](#) to check if they have the virus.

It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.

<p>C. There is a confirmed case of coronavirus amongst the school community</p>	<p>Infection spread leading to serious respiratory illness, death</p>	<p>All building users, including visitors/parents, contractors/maintenance personnel</p>	<p>High</p>	<ul style="list-style-type: none"> - The health protection team will work with us to guide us through the actions we need to take. - Children and young people aged under 18 years 6 months who usually attend an education or childcare setting and who have been identified as a close contact should continue to attend the setting as normal. They do not need to wear a face covering within the setting, but it is expected and recommended that these are worn when travelling on public or dedicated transport. - A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. - We will seek assurances from parents that their child is fit to return to school. 	<p>We will ensure our privacy notices for both parents/pupils and staff are updated accordingly.</p>	<p>Medium</p>
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D. Poor containment of an outbreak by not following local health protection team advice	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> – Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see Stepping measures up and down section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures. – For most education and childcare settings, whichever of these thresholds is reached first: <ul style="list-style-type: none"> • 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or • 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period 		MEDIUM
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<p>E. Clinically vulnerable or extremely clinically vulnerable persons returning to school</p>	<p>Serious respiratory illness, death</p>	<p>Clinically vulnerable & extremely clinically vulnerable staff and pupils</p>	<p>High</p>	<p>Pupils who are shielding or self-isolating</p> <p>Shielding is currently paused. In the event of a major outbreak or VoC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account.</p> <p>Pregnancy We will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice. Our workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks. Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</p> <p>As part of our risk assessment, we will consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. Pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19). We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations. Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</p>	<p>More advice is available from the Royal College of Paediatrics and Child Health</p> <p>Where children fail to attend school because parents are following clinical and/or public health advice, absence will not be penalised.</p>	<p>MEDIUM</p>
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				<p>Staff who may otherwise be at increased risk from coronavirus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (COVID-19) can return to school as long as the system of controls set out in schools operational guidance and this Risk Assessment are in place. <input type="checkbox"/> People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend school. 	<p>Refer to COVID-19: review of disparities in risks and outcomes report and Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</p>	
F. Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/parents, contractors/maintenance personnel	High	<ul style="list-style-type: none"> <input type="checkbox"/> Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. <input type="checkbox"/> Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available. We will ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout school for staff and pupils and at the main entrance and dining hall entrance. <input type="checkbox"/> We will ensure supervision of hand sanitiser use given the risks around ingestion. Younger children will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. <input type="checkbox"/> Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of emollient hand cream can be made available to help prevent soreness. <input type="checkbox"/> Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels <input type="checkbox"/> Stocks of disposable paper towels will be required and hand dryers taken out of use. <input type="checkbox"/> Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. <input type="checkbox"/> The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas. <input type="checkbox"/> Used tissues will be put in a bin immediately - all waste bins to be lined and should be emptied regularly. (they do NOT need to be double lined) <input type="checkbox"/> As with hand cleaning, we will ensure younger children are helped to get this right, and all pupils understand that this is now part of how school operates. <input type="checkbox"/> Keep occupied spaces well ventilated <ul style="list-style-type: none"> • When the school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. • We will identify any poorly ventilated spaces as part of your and take steps to improve fresh air flow in these areas, giving 	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants</p> <p>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</p> <p>It is recommended to use disposable paper towels/rolls in preference to hand driers</p> <p>Ensure stocks of disposable paper towels are available in all toilet areas instead of hand dryers. Additional waste bins (lidded and foot operated where possible) may also be required in toilet areas where paper towels can be disposed of safely. We will ensure there are enough tissues and bins available in school to support pupils and staff to follow the 'Catch it, bin it, kill it' routine</p> <p>Songs and rhymes will be used to encourage hand washing in early years (e-Bug has produced a series of helpful coronavirus posters for display in appropriate locations.:</p> <ul style="list-style-type: none"> - Horrid hands - Super sneezes - Hand hygiene - Respiratory hygiene - Microbe mania <p>Additional resources for EYFS can be found at:</p> <ul style="list-style-type: none"> - PACEY: supporting children in your setting - Dr Dog explains coronavirus - 2 metres apart activity 	MEDIUM

				<p>particular consideration when holding events where visitors such as parents are on site, for example school plays.</p> <ul style="list-style-type: none"> • Mechanical ventilation is a system that uses a fan to draw fresh air, or extract air from a room. 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 will be adjusted to full fresh air or, if this is not possible, then systems will be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. • Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). • We will balance the need for increased ventilation while maintaining a comfortable temperature. • The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE COVID-19 advice provides more information. 	<p>- Our hand washing song Bright Horizons: Talking to Children about COVID-19</p> <p>DfE is working with the Scientific Advisory Group for Emergencies (SAGE) and NHS England on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.</p>	
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<p>G. Inadequate personal protection & PPE & spread of Covid-19 virus</p>	<p>Infection spread leading to serious respiratory illness, death</p>	<p>All building users (particularly those staff performing personal and intimate care)</p>	<p>High</p>	<ul style="list-style-type: none"> □ We will determine what PPE will be required and in what quantities and ensure adequate PPE is ordered as necessary in advance of re-opening and where necessary, supplies maintained. □ When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put PPE on and take it off safely in order to reduce self-contamination. □ Removal, cleaning and disposal – as in the cleaning section above. □ Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of COVID-19 they must not attend the school and stay at home. □ When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this. □ For further information on the use of PPE for supervising a child who has become unwell see section on ‘Contact with individuals who are unwell’ - page 2 above. □ If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE. 	<p>Ensure adequate bins and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/face masks.</p> <p>_____</p> <p>Signage as appropriate.</p> <p>BSA COVID Safe Charter</p>	<p>MEDIUM</p>
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<p>H. Failure to adequately identify vulnerable pupils/ safeguarding</p>	<p>Vulnerable pupils do not receive appropriate support and protection</p>	<p>All pupils classed as vulnerable either by DfE guidance, LA or school</p>	<p>High</p>	<ul style="list-style-type: none"> □ We will continue to have regard to statutory guidance Keeping Children Safe in Education (from September 2021) . □ We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils. □ We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers. □ We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. □ The DSL (and deputies) will be provided with more time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. □ Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. 	<p>Refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p>	<p>LOW</p>
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<p>I. Inappropriate arrangements for opening the school to pupil groups</p>	<p>Infection spread leading to serious respiratory illness, death</p>	<p>All building users</p>	<p>High</p>	<p>The school will continue to ensure good hygiene for everyone, maintain <u>appropriate cleaning regimes</u>, keep occupied spaces well ventilated, and follow public health advice on testing and managing confirmed cases of COVID-19.</p> <p>The school will continue their <u>strong messaging about signs and symptoms</u>, isolation advice and testing, to support prompt isolation of suspected cases.</p> <p>Transport</p> <p><i>Dedicated school transport</i></p> <ul style="list-style-type: none"> □ Face coverings are no longer required to be worn on dedicated transport to school. However, we remain supportive of anyone wishing to wear a face covering on a voluntary basis. (refer to Coronavirus (COVID-19): safer travel guidance for passengers). □ <i>Further guidance due from DfE shortly</i>. Refer to Coronavirus Covid-19 Safer transport guidance for operators. <p><i>Wider public transport</i></p> <ul style="list-style-type: none"> □ The use of public transport, particularly in peak times, should be kept to an absolute minimum. □ Pupils using public transport unaccompanied will be reminded that all passengers should wear a face covering. <p>Cleaning throughout the day - non-healthcare settings where no-one has symptoms of, or confirmed COVID-19</p> <p>Cleaning and disinfection -</p> <p>We will:</p> <ul style="list-style-type: none"> □ Define a cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms/shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal. □ Ensure frequent cleaning of resources (e.g. books, toys) □ Increase the frequency of cleaning, using standard cleaning products, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. 	<p>Do not rely on cleaning staff to clean/wipe surfaces when others leave - clean and wipe as you go as described.</p>	
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			<ul style="list-style-type: none"> <input type="checkbox"/> As a minimum, frequently touched surfaces should be wiped down at the beginning and at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens. <input type="checkbox"/> When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used. <input type="checkbox"/> Regularly check stocks of cleaning supplies and purchase additional supplies as necessary. <input type="checkbox"/> Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use. <input type="checkbox"/> Avoid creating splashes and spray when cleaning. <input type="checkbox"/> Classrooms will be decluttered with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces. <input type="checkbox"/> Reduce the number or eliminate soft toys which are more difficult to clean. <input type="checkbox"/> Telephones, keyboards/mice, light switches, electronic trays systems, iPads used by pupils and staff, etc., will be cleaned with anti-viral wipes on a regular basis throughout the day. <input type="checkbox"/> Ensure that electronic trays systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use. <input type="checkbox"/> All bins will be where possible, will be lined and the liner removed at the end of the day, sealed/knotted and placed in the main waste container. <input type="checkbox"/> Ensure disposable tissues are available in each room for both staff and pupils. <input type="checkbox"/> Ensure arrangements are in place for the disposal of clinical and general waste where required. Plan for the removal and safe disposal of rubbish. <input type="checkbox"/> Use the school's fogging machine in high risk areas and/or where there's been a positive case or reported high incidents of symptomatic children/staff <p>Laundry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Items should be washed in accordance with the manufacturer's instructions. <input type="checkbox"/> There is no additional washing requirement above what would normally be carried out. 	<p>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply.</p>	
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			<p>Kitchens and communal canteens</p> <ul style="list-style-type: none"> □ It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. □ Crockery and eating utensils <u>should not be shared</u>. Clean frequently touched surfaces regularly. □ Food business operators should continue to follow the Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes and preventative practices (prerequisite programmes (PRPs)). <p>Bathrooms</p> <ul style="list-style-type: none"> □ Clean frequently touched surfaces regularly. □ Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels. □ Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions. <p>Waste</p> <ul style="list-style-type: none"> □ Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19 □ Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'blackbag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do NOT use recycling bins. <p>Wrap around care provision</p> <ul style="list-style-type: none"> □ We will resume before and after-school provision, from the start of the autumn term. Our full co-curricular and wrap around care/clubs programme will run as normal. □ Refer to Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak and the guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children 	<p>EYFS settings should also follow updates to the EYFS disapplication guidance</p> <p>Refer to Coronavirus (Covid-19): Disposing of waste</p>	
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			<p>School uniform</p> <ul style="list-style-type: none"> <input type="checkbox"/> It is for the Head Teacher to make decisions regarding school uniform. <input type="checkbox"/> Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. <input type="checkbox"/> We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. <p>Curriculum</p> <p>remote education, where needed, is high quality and aligns as closely as possible with in-school provision: We will continue to build our capability to educate pupils remotely, where this is needed.</p> <p>The EYFS statutory framework sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. For pre-reception children, we may focus at this time on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For children in reception year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonics knowledge and extending their vocabulary.</p> <p>Sport</p> <p>Guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England, Association for Physical Education and the Youth Sport Trust should be followed.</p>		
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<p>J. Inadequate contingency plans for outbreaks and local lockdown</p>	<p>Inadequate planning in place for remaining open for vulnerable children/children of critical workers and for providing remote education to those students at home</p>	<p>All staff and students</p>	<p>High</p>	<p>While the aim is to have all pupils back at school, we will also need to plan for the possibility of a local lockdown and how we will ensure continuity of education.</p> <ul style="list-style-type: none"> <input type="checkbox"/> For individuals or groups of self-isolating pupils, remote education plans will be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19—refer to Section under ‘Curriculum’ above on remote education support. <input type="checkbox"/> A local lockdown may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils—plans must be developed to ensure these can be staffed and managed. <input type="checkbox"/> Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections and schools are advised to temporarily close (local lockdown). This must enable us to: <ul style="list-style-type: none"> - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations; give access to high quality remote education resources; - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use; - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access; - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <input type="checkbox"/> When teaching pupils remotely, we will: <ul style="list-style-type: none"> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects; - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject; - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos; - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work; - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding; 	<p>Liaise with the local HPT, HCC and PHE</p> <p>Refer to Remote education during Coronavirus (Covid-19) and Resources to support schools in delivering remote education</p>	<p>LOW</p>
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				<ul style="list-style-type: none">- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.		
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K. Poor or inappropriate behaviour and attendance	Infection spread leading to serious respiratory illness, death	All building users	High	<p>Behaviour</p> <p><input type="checkbox"/> Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system.</p>	Refer to Boundary Oak's Behaviour Policy and Staff Code of Conduct	LOW
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L. Inadequate arrangement in place for managing off-site visits	Infection spread leading to serious respiratory illness, death	Staff and pupils on school trips	High	<p><u>Educational Day Visits:</u></p> <p>The School will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, the school will consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. The school will consult the health and safety guidance on educational visits when considering visits.</p> <p><u>Domestic Residential Educational Visits:</u></p> <p>The government's road map plans to allow residential visits to occur from the 17th May. Any domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.</p>	<p>Refer to health and safety guidance on educational visits when considering visits.</p> <p>As normal, we will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues.</p>	LOW
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<p>M. Inadequate staffing ratios, staff availability and recruitment</p>	<p>Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision</p>	<p>Staff and pupils</p>	<p>Ratios and Qualifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will undertake an appropriate audit to ensure staffing levels are appropriate. <input type="checkbox"/> We have contingency plans in place should staff be absent as a result of COVID-19. Our possible approaches to managing a shortfall in staffing include: We will ensure that appropriate support is made available for pupils with SEND, e.g. by re-deploying teachers and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head Teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that -safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required. 	<p>Refer to making the best use of teaching assistants.</p>	<p>LOW</p>
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			<ul style="list-style-type: none"> - We can continue to engage supply teachers and other supply staff during this period. - Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. - To minimise the numbers of temporary staff in school, we will use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such as sports coaches, and those delivering before and after school clubs). - We will consider hosting ITT trainees. - Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles. <input type="checkbox"/> Key telephone numbers of all available DSL's/deputies to be displayed in school. <input type="checkbox"/> Ensure the contact details of MASH/LADO are available to all staff on duty. <input type="checkbox"/> Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc. 		
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				<p>Staff taking leave</p> <ul style="list-style-type: none"> □ Staff may wish take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 10 days on their return. □ As would usually be the case, staff will need to be available to work in school from the start of the autumn term. □ There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. □ Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home. <p>Recruitment</p> <ul style="list-style-type: none"> □ Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees. □ We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. 	<p>The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK and Travel Corridors</p>	
N. Visiting children in their own homes and contact with COVID-19 virus	Infection spread leading to serious respiratory illness, death	Staff	High	<ul style="list-style-type: none"> □ Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children's social care settings, including the use of PPE. 		LOW

.O Lack of wellbeing management for pupils	Mental ill health	All pupils	High	<p><input type="checkbox"/> School staff will need to consider how to support:</p> <ul style="list-style-type: none"> - 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; - children from black, asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting COVID-19. They may have additional or heightened worries about returning to school; - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. <p><input type="checkbox"/> We will provide pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> - support the rebuilding of friendships and social engagement; address and equip pupils to respond to issues linked to coronavirus (COVID-19); - support pupils with approaches to improving their physical and mental wellbeing. <p><input type="checkbox"/> We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</p> <p><input type="checkbox"/> We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.</p> <p><input type="checkbox"/> We will consider how we are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:</p> <ul style="list-style-type: none"> - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; - support for pupils with additional and complex health needs; - supporting vulnerable children and keeping children safe. 	<p>Refer to DfE - Supporting pupil and student mental wellbeing and teaching about mental wellbeing and the DfE/PHE/NHS YouTube webinar,</p> <p>Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected pupils return to school.</p> <p>Refer to MindEd learning platform for professionals, which contains material on peer support, stress, fear and trauma, and bereavement and the MindEd coronavirus (COVID-19) staff resilience hub which provides advice and tips for frontline staff.</p> <p>Make use of school counsellor</p>	MEDIUM
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				<ul style="list-style-type: none"> <input type="checkbox"/> We will work together with the school nurse to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. <input type="checkbox"/> Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other. <input type="checkbox"/> If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). <input type="checkbox"/> If safeguarding issues come to light they will be addressed using the school's safeguarding policy, which will be updated in light of full re-opening. Head Teachers should consider how they might manage any increase in referrals as pupils return to school. 		
P Lack of wellbeing management for staff	Mental ill health	All staff	High	<p>Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract COVID-19. <input type="checkbox"/> Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary. 	<p>Refer to extramental health support for pupils and teachers.</p> <p>Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected staff return to work.</p> <p>Refer to the DfE workload reduction toolkit and case studies to support remote education</p> <p>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing. Helpline telephone number: 08000 562561</p>	

<p>Q. Inadequate communications with and training of staff</p>	<p>Staff do not understand safety procedures</p>	<p>All staff</p>	<p>High</p>	<p>Returning to work</p> <ul style="list-style-type: none"> □ We will ensure all staff understand coronavirus related safety procedures. □ We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. □ We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements. □ We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work. <p>Ongoing communications</p> <ul style="list-style-type: none"> □ We will ensure all staff are kept up to date with how safety measures are being implemented or updated. □ We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. □ We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). □ We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments. <p>We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications.</p>		
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PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Fire/lockdown and emergencies	Inability to operate emergency systems or procedures	All building users, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> □ In preparing for reoccupation, review the fire risk assessment and the fire management arrangements contained within it. Not only should this review consider any changes to fire safety systems and equipment (see 'Maintenance' below), but also issues such as adequate provision of fire wardens and the suitability of Personal Emergency Evacuation Plans (PEEPS)—especially if working hours are elongated and/or previous role holders are no longer available to continue. □ Consider whether assembly points need to be reviewed (or more points created to allow for social distancing)—how will the person in charge at each assembly point communicate with the others? How will pupils line up – is marking required? You may also need to make adjustments to your fire drill and practise it in the first week when pupils return. There will be a new assembly point in case of emergencies and staff and pupils will be informed on the first day back. □ Regular fire/lockdown updates provided to staff and pupils, particularly where pupils are not being taught in their 'normal classroom' so that they can familiarise themselves with the nearest fire route and ultimate exit. Teachers will inform pupils of new procedures on the first day back. □ We will consider the layout of muster points and whether the schools existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles. □ Review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. Review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons. A new (extra) defibrillator will be purchased for Sports Hall. □ Where necessary, staff to undergo induction in the fire/lockdown and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary. □ Review site staff cover to ensure the site is safe—including the operation of intruder and fire/lockdown alarms. 	<p>Refer to advice on Fire safety in new and existing school buildings</p> <p>Brief rota staff on operation of fire/lockdown and intruder alarms.</p>	Low

			<ul style="list-style-type: none"> <input type="checkbox"/> Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security/ access procedures, emergency and fire risk etc. <input type="checkbox"/> Fire/lockdown alarms; ensure all staff and pupils are made aware of fire and lockdown sounds, procedures at assembly points and protocols. <input type="checkbox"/> Clarify means of summoning emergency assistance, particularly when operating social distancing. <input type="checkbox"/> Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc. <input type="checkbox"/> Access to essential contractors / statutory inspections will need to be considered and managed. <input type="checkbox"/> Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior member of staff and that details of emergency contacts for utilities are readily available. <input type="checkbox"/> Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread will need to be introduced. The risk of a fire starting is probably lower than the risk of infection spread. <input type="checkbox"/> If fire doors are held open, alter your documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors are closed if the fire alarm sounds or fire is discovered. <input type="checkbox"/> Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating. <input type="checkbox"/> Use wedges to hold open doors – these can be easily kicked out should there be an emergency situation. Only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times. <input type="checkbox"/> At the end of each day, ALL fire doors must be closed. Wipe down contact points with a proprietary cleaning product ready for the next day. Once the temperature has reduced over the course of Autumn/Winter we will revert to the standard rule of not propping open fire doors. <input type="checkbox"/> We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the COVID-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. Teachers will be asked to brief to fire wardens when they are at the evacuation point, on the state of their classrooms when vacating, i.e. any windows that are left open. 	<p>Make available the codes on and off site and ensure all know how to access should it be required.</p> <p>Ensure key staff know gas, water & electric cut-off points and how to operate them.</p> <p>Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.</p> <p>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire/lockdown drills</p>	
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Lack of building/property maintenance – preparing to re-open	Faulty equipment services leading to injury or death	All building users, contractors/maintenance personnel	High	<p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</p> <p>Health & Safety Inspections</p> <ul style="list-style-type: none"> □ If the whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, 	<p>Refer to DfE Managing school premises during the coronavirus outbreak and the Chartered Institute of Building Services Engineers’ guidance on emerging from lockdown</p>	Low
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			<p>undertake a health and safety check of the buildings, grounds and equipment concerned.</p> <ul style="list-style-type: none"> □ All routine in-house monitoring, testing and inspection to commence / continue as normal. <p>Fire Safety Systems</p> <ul style="list-style-type: none"> □ In terms of reoccupation, all relevant fire safety equipment and systems must be tested before employees and others are allowed back on site. This would typically include: <ul style="list-style-type: none"> - 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); - a full discharge test of the emergency lighting system across the site; - a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged; - checking that fire escape routes are clear of any obstructions; - checking that final fire escape doors are unlocked and operational; - checking the operation of internal fire doors to ensure that they close properly; - checking that automatic fire dampers, smoke venting and smoke extraction systems are operational. <p>Water management – control of Legionella bacteria</p> <ul style="list-style-type: none"> □ Water systems <ul style="list-style-type: none"> - Schools increasing operational capacity or re-opening should follow their usual water system building management procedures as they would at the end of the summer holidays. - Chlorinating and flushing water systems may not be necessary if the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above. - You should contact your school’s legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, seek advice from your competent person on alternative options. □ Drinking water <ul style="list-style-type: none"> - If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, you should supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist. 	<p>Refer to Managing school premises during the coronavirus outbreak and HSE: Legionella Risks during the Coronavirus Outbreak</p> <p>Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work</p>	
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			<ul style="list-style-type: none"> □ Hot water services <ul style="list-style-type: none"> - Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. - Regularly check hot water generation for functionality and if required, temperature recording. - If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out. <p>Ventilation</p> <ul style="list-style-type: none"> □ Good ventilation is essential at all times in classrooms and particularly during this period. Schools should ensure all systems are working in their normal operating mode. □ Windows and doors have been marked “open” to ensure consistency of ventilation and to help risk assess the environment of close contacts and to inform the LHPT. □ Natural ventilation via windows or vents should be used as far as possible and where available occupied room windows (particularly classrooms) should be open. □ Where centralised or local mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. See HSE guidance HSG53: Respiratory protective equipment at work. □ Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation. <p>Asbestos Containing Materials (ACMs)</p> <ul style="list-style-type: none"> □ Complete a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown. Where any damage to ACMs is observed, the area should be isolated immediately and advice sought from a specialist asbestos management company. <p>Restarting plant and equipment</p> <ul style="list-style-type: none"> □ Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes: <ul style="list-style-type: none"> - gas - heating - water supply - mechanical and electrical systems - catering equipment □ Establish a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and 	<p>Refer to the HSE air conditioning and ventilation during the coronavirus outbreak</p>	
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				<p>mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks.</p> <p>Statutory inspections</p> <ul style="list-style-type: none"> □ Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)' they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory inspections on lifting equipment, pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings. <p>Training and supervision</p> <ul style="list-style-type: none"> □ In returning plant and equipment into full use, ensure that employees have retained adequate knowledge to use it safely. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown. □ Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available. <p>Cleaning</p> <ul style="list-style-type: none"> □ New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks: <ul style="list-style-type: none"> - on 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 - where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working. 	
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Further Action Required	Date Action Completed	
<p>Settings should review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or pupil, adapted as necessary, and follow this guidance:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19): implementing protective measures in education and childcare settings • Schools operational guidance Updated August 2021 • Actions for Early years and childcare providers • Critical workers who can access schools or settings • Stay at home guidance for households with possible Covid-19 infection • Guidance on shielding & protecting extremely vulnerable persons from Covid-19 • COVID-19 - 'shielding' guidance for children and young people • Staying alert & social distancing from 04/07/20 • Meeting people from outside your-household - making a support bubble with another household • Staying safe outside your home • Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak • Coronavirus (Covid-19) Getting tested- Essential Workers • Providing free school meals during the coronavirus outbreak • COVID-19: cleaning of non-healthcare settings outside the home guidance • Coronavirus Covid-19 safer travel guidance for passengers • Coronavirus Covid-19 Safer transport guidance for operators • Safe working in education, childcare and children's social care settings, including the use of PPE • HSE Face Fit Testing Guidance • How to wear & make a cloth face covering • Early Years Foundation Stage Framework • Remote education during Coronavirus (Covid-19) • DfE Managing school premises during the coronavirus outbreak • HSE: Legionella Risks during the Coronavirus Outbreak • Face coverings: when to wear one and how to make your own • Planning for reopening guide for primary schools • Planning for reopening guide for EYFS and other childcare settings • Planning for reopening guide for Secondary Schools • Planning for reopening to children and young people with SEND • Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in schools • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context • Asthma UK COVID-19: Health advice for people with asthma • Staying Secure During Covid-19 • Local lockdowns: guidance for education and childcare settings • https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know • School's RA for lateral flow testing (on server) 		