

COVID-19 Risk Assessment Review for September 2020

This document is intended as a guide for reviewing existing COVID-19 risk assessments to reflect the updated government guidance on the full reopening of schools from September. Although many of the existing measures schools have already put in place in the summer term will continue to be relevant, they will require extending or adjusting in some areas to reflect the impact of returning to full capacity.

Controls	Check that risk assessment includes the following measures, tailored as necessary to school context <i>NB this content is intentionally generic; the school's/setting's risk assessment should include sufficient detail so that all staff understand the expectations of them and so that any actions required can be formulated</i>	When must these controls be in place?	School/setting to identify any additional actions required to put these measures into effect by September <i>Text below includes suggestions to consider</i>
PREVENTION			
Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<ul style="list-style-type: none"> • Pupils, staff and other adults are required to refrain from coming into the school if they have coronavirus symptoms or have tested positive in the last 7 days. • Anyone developing coronavirus symptoms during the school day will be sent home. • A child awaiting collection will: <ul style="list-style-type: none"> ○ Be moved where possible to a room where they can be isolated behind a closed door with an open window (with adult supervision if required); ○ Be moved to an area at least 1 metre + away from others if isolation in a room is not possible; ○ Use a separate bathroom if possible (which must be cleaned and disinfected with standard cleaning products after use); 	At all times	What communications do we need to produce and send to pupils/parents and staff? What communications do we need to produce and send to visitors, prior to arrival and when they arrive? Is there somewhere on site which can be identified for use as an isolation room? Which toilet facilities should be used if needed while a child is awaiting collection? Are we confident we have up-to-date contact information for staff and parents? What do we need to put in place to ensure cleaning can take place at short notice and is any additional training required?

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	<ul style="list-style-type: none"> ○ Remain at least 1plus metre from staff unless this is not possible (e.g. very young child / complex needs) in which case PPE must be worn by staff. ● Anyone who is symptomatic will be advised to self-isolate for at least 7 days and arrange to have a test. ● Anyone who has had any contact with someone who is unwell is required to wash their hands thoroughly for 20 seconds with soap and running water. ● The area around the person with symptoms will be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. ● All staff are aware of these protocols. 		
<p>Clean hands thoroughly more often than usual</p>	<ul style="list-style-type: none"> ● Pupils are required to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating; staff will supervise this and remind pupils of this requirement, as appropriate to age and individual needs. ● Sufficient handwashing facilities (running water and soap, alcohol hand rub, sanitiser, skin-friendly wipes) are available for staff and children. 		<p>Does the school have enough hand washing or hand sanitiser stations and supplies?</p> <p>What arrangements need to be put in place for small children / pupils with complex needs (e.g. supervision of hand sanitiser use, help cleaning hands, use of skin-friendly skin cleaning wipes instead)?</p> <p>Do we have enough signage reminding everyone to wash their hands regularly?</p> <p>How can we build hand-cleaning routines into school culture?</p>
<p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<ul style="list-style-type: none"> ● A sufficient supply of tissues and lidded bins have been made available throughout the school. ● These are emptied throughout the day. 		<p>Does the school have enough tissues and bins available?</p>

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	<ul style="list-style-type: none"> • Pupils are required to immediately dispose of tissues into bins. 		<p>What arrangements need to be put in place for small children / pupils with complex needs?</p> <p>How should these requirements be communicated to pupils?</p>
<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<ul style="list-style-type: none"> • An enhanced cleaning schedule is in place which includes: <ul style="list-style-type: none"> ○ more frequent cleaning of rooms / shared areas that are used by different groups; ○ frequently touched surfaces being cleaned more often than normal; ○ regular cleaning of toilets. • Pupils are encouraged to clean their hands thoroughly after using the toilet. • Classroom-based resources (including books and games, sports, art and science equipment): <ul style="list-style-type: none"> ○ Are cleaned regularly within the pupil group/ bubble; ○ Are cleaned regularly and meticulously when shared with other groups/bubbles and always either cleaned between bubbles or rotated to allow them to be left unused for 48 hours (72 hours for plastics). • Outdoor playground equipment / resources used by wraparound care providers is frequently cleaned. 		<p><i>NB. Public Health England is expected to publish revised guidance for cleaning non-healthcare settings by the end of the summer term</i></p>
<p>Minimise contact between individuals and maintain social distancing wherever possible</p>	<p>The key principle is that pupil groups are kept separate (in 'bubbles') and through maintaining distance between individuals. The area of the risk assessment covering minimisation of contact is likely to be highly personalised. It should, however, include information on how the school:</p>	<p>Schools to put in place measures that suit their</p>	<p>The balance between minimising contact (in 'bubbles') and maintaining social distancing will vary depending on:</p> <ul style="list-style-type: none"> • children's ability to distance; • the layout of the school;

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	<ul style="list-style-type: none"> • Is grouping children in consistent groups (in secondary this is more likely to be whole year groups unless this can be achieved with smaller groups; in primary (and possibly KS3) this could be based on a class if practical); • Two separate entrance to be used • Daily temperature check all staff and pupils will be carried out • Is maintaining social distancing and reducing face to face contact as much as possible; e.g. through: <ul style="list-style-type: none"> ○ information/advice to staff/pupils; ○ adaptations to the classroom (seating pupils side by side and facing forwards; the teacher staying at the front of the class); ○ Limiting large gatherings (e.g. assemblies / collective worship) with more than one group; ○ Timetabling to maximise the separation of groups, including movement around the site (e.g. staggered break/lunch times and start/finish times); ○ Minimising use of staff rooms; ○ Communicating revised drop-off/pick up procedures to parents; ○ Visitor protocols; ○ Limiting the amount of equipment pupils bring into school each day (e.g. to lunch boxes, hats, coats, books, stationery, mobile phones and bags); ○ Limiting the sharing of resources, especially those taken home, to only when it is necessary. 	<p>particular circumstances</p>	<ul style="list-style-type: none"> • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary). <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing.</p> <p>The logistical challenges of keeping pupils in small groups are likely to include:</p> <ul style="list-style-type: none"> • Cleaning/use of shared spaces (e.g playgrounds, boarding houses, dining halls, toilets); • Provision of specialist teaching; • Limiting interaction between groups. <p>Mixing into wider groups may be necessary for specialist teaching, wraparound care and transport (and, in residential settings, boarding provision).</p> <p>Adults should maintain a 1 metre + distance from others where possible, avoiding close face to face contact and minimising time spent within 1 metre of anyone.</p> <p>For children old enough, they should be supported to maintain social distance and not touch staff and their peers where possible.</p> <p>Staggered start/finish times should not reduce the amount of overall teaching time (e.g. this could be achieved by condensing/staggering free periods or break time or keeping the length of day the same but starting and finishing later).</p>

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			<p>Communication to parents around drop-off/pick up procedures needs to be planned, including that gathering at the school gates or coming on site without an appointment is not allowed.</p> <p>Communication to pupils should include around the safe removal of face coverings / hand washing on arrival.</p> <p>Some pupils with SEND will require specific help and preparation for the changes to routine. Teachers and SENCOs should plan to meet these needs (e.g. through social stories).</p>
Where necessary, wear appropriate personal protective equipment (PPE)	<p>PPE is required when:</p> <ul style="list-style-type: none"> • an individual child or young person becomes ill with coronavirus symptoms while at school, if a distance of 1 metre + cannot be maintained; • a child or young person already has routine intimate care needs that involves the use of PPE (in which case the same PPE should continue to be used). 	Applies in specific circumstances only	More information on when and how PPE should be used, what type and how to source it can be found in Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)
RESPONSE TO ANY INFECTION			
Engage with the NHS Test and Trace process	<ul style="list-style-type: none"> • Key personnel in the school understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. • Staff members and parents/carers have been informed of expectations as follows. They are expected to: <ul style="list-style-type: none"> ○ Book a test if they are displaying symptoms and inform the school immediately of the results; 	In every case	Information about expectations should be included in parent and staff communications.

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	<ul style="list-style-type: none"> ○ Provide details of anyone they have been in close contact with if they test positive for coronavirus or if asked by NHS Test & Trace; ○ Self-isolate if they have been in close contact with someone who develops coronavirus symptoms or someone who tests positive. 		
Manage confirmed cases of COVID-19 amongst the school community and contain any outbreak by following local health protection team advice	<ul style="list-style-type: none"> ● Records are kept of pupils and staff in each group or 'bubble' and of close contact that takes place between children/staff in different groups. ● The local health protection team will be contacted when the school becomes aware that someone who has attended has tested positive for coronavirus. ● Staff will support the health protection team in carrying out a rapid risk assessment, sending home close contacts in line with their advice and issuing letters to parents and staff as directed. ● If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, this will be treated as a potential outbreak and the school will continue to liaise with the local health protection team. 		A recording process need only be proportionate to need. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.
Visitors and Other personnel	<ul style="list-style-type: none"> ● Visitors will have their temperature check on arrival. ● They will be required to use hand sanitiser ● They will be offered a face shield or facemask before been allowed into the school ● They will be reminded about safe distance protocol 		

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MONITORING ARRANGEMENTS			
Monitoring and review of risk controls	<ul style="list-style-type: none"> • The school will monitor and review the preventative and protective measures regularly to: <ul style="list-style-type: none"> ○ Ensure they are working effectively and as expected; ○ Address any shortfalls identified; ○ Reflect any changes to public health advice. 		Consider how and when the risk assessment will be reviewed and by whom.