

# **Risk Assessment – Re-opening School in Coronavirus Period**

**St. Lawrence CE Primary School, Church Stretton**

**Updated: November 2020**

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to control this risk?	Action by who?	Action by when?	Overall risk
<p><b>Catching or spreading Coronavirus – general considerations</b></p>	<p>Staff, pupils, parents, carers, guardians, governors and other visitors including contractors to the school site.</p> <p>Contracting or spreading Covid-19.</p>	<ul style="list-style-type: none"> <li>• Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges.</li> <li>• Where practicable keeping a social distance of 2 metres.</li> <li>• Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</li> <li>• Posters in bathroom and adult supervision for youngest children. Training on hand washing for all children + daily reminders.</li> <li>• Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</li> <li>• Cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</li> <li>• Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).</li> <li>• Review fire safety arrangements including emergency evacuation routes to maintain social distancing where practicable.</li> <li>• All planned activities in EYFS will be risk assessed in light of coronavirus, in conjunction with relevant staff where applicable and due consideration given to how usual practice may need to be adapted.</li> <li>• Recommendation that staff wash clothes before mixing with family following a day in a childcare setting/school.</li> <li>• Ensure that emergency contacts are updated in advance of wider opening and consider where these may need to change, for example if previous emergency contacts are in a shielded group.</li> <li>• Ensure parents/carers understand their role and will be available to immediately collect their child in the event of illness if necessary.</li> </ul>	<p>See November Operational Plan.</p>	<p>All staff. Headteacher and two deputy headteachers to supervise.</p>	<p>2<sup>nd</sup> November 2020</p>	<p>MEDIUM</p>

<p><b>Maintaining social distancing at school</b></p>	<p>Staff, pupils, parents, carers, guardians, governors and other visitors including contractors to the school site.</p>	<ul style="list-style-type: none"> <li>• Organise classrooms and other learning environments, maintaining space between seats and desks where possible/if practicable.</li> <li>• Office space - try to minimise or prevent hot desking – designate separate spaces where practicable.</li> <li>• Refresh the timetable: <ul style="list-style-type: none"> <li>○ decide which lessons or activities will be delivered</li> <li>○ consider which lessons or classroom activities could take place outdoors</li> <li>○ use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>○ no whole school assemblies – bubbles only</li> <li>○ stagger break times (including lunch) and have separate outside play zones</li> <li>○ lunch to be eaten in class or outdoors – YR and KS1</li> <li>○ stagger drop-off and collection times</li> <li>○ plan parents' drop-off and pick-up protocols that minimise adult to adult contact</li> <li>○ consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</li> </ul> </li> <li>• consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>• Reduced contact between parents/carers when dropping off and picking up their children, by limiting drop off and pick up to one parent/carer per family and staggering timings. Parents to wear masks when dropping off and picking up.</li> <li>• Parents/carers are not allowed into the setting unless this is essential, and arrange for children to be collected at the door if this is possible.</li> </ul>	<p>See November Operational Plan.</p>	<p>All staff. Headteacher and two deputy headteachers to supervise.</p>	<p>2<sup>nd</sup> Nov. 2020</p>	<p>MEDIUM</p>
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<p><b>Reduce mixing within school</b></p>	<p>Staff, pupils, parents, carers, guardians, governors and other visitors including contractors to the school site.</p> <p>Contracting or spreading Covid-19.</p>	<ul style="list-style-type: none"> <li>• Accessing rooms directly from outside where possible</li> <li>• Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> <li>• Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>• Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group session. Children to have their lunch in their classrooms</li> <li>• Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> <li>• Some children and young people will need additional support to follow these measures (for example social stories to support autistic pupils in understanding the rules)</li> <li>• Keeping windows open as far as possible to ensure ventilation</li> <li>• Use of outdoor areas as much as possible.</li> <li>• Limit external visitors to the setting and ensure they only come into the building when strictly necessary and wearing masks.</li> <li>• Keeping group sizes as small as possible and in line with government and LA guidance.</li> <li>• As far as possible, the same members of staff will be assigned to each group and these should stay the same during the day and on subsequent days.</li> </ul> <p><b>Use outside space:</b></p> <ul style="list-style-type: none"> <li>• For exercise and breaks</li> <li>• For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>• Outdoor equipment must be appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul> <p><b>For shared rooms:</b></p> <ul style="list-style-type: none"> <li>• Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity.</li> </ul>	<p>See November Operational Plan.</p>	<p>All staff. Headteacher and two deputy headteachers to supervise.</p>	<p>2<sup>nd</sup> Nov. 2020</p>	<p>MEDIUM</p>
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- If class groups take staggered breaks between lessons, these areas 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, following the [COVID-19: cleaning of non-healthcare settings guidance](#)
- Stagger the use of staff rooms and offices to limit occupancy (Staffroom to be used by one bubble only, with other bubbles have staff restrooms elsewhere).
- Communicate a policy on bringing items and toys from home. This should only be done if absolutely essential and, where this is the case, items should be appropriately cleaned on arrival.

**Reduce the use of shared resources:**

- By limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff.
- By seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently.
- Children to only use resources from their own bubble unless items have been thoroughly cleaned first.
- Practical lessons can go ahead if equipment can be cleaned thoroughly.
- Remove unnecessary items from learning environments where there is space to store them elsewhere.
- Remove all soft toys, and any toys that are hard to clean, such as those with intricate parts.
- Removal of soft furnishings, for example pillows, bean bags and rugs.
- Ensure all items that are laundered within the setting, for example towels, flannels and bedding, are washed in line with guidance.
- Malleable resources, such as play dough, will not be shared between groups
- Sand pits cannot be thoroughly cleaned between uses, they will not be used at this time.

N.B. Seek further advice from CLEAPSS for practical lessons, guidance documents GL344 for further advice on D&T (including food Tech) in a partially re-opened school.

<p><b>Managing visitors, contractors and other professionals</b></p>	<p>Staff, pupils, parents, carers, guardians, governors and other visitors including contractors to the school site.</p> <p>Contracting or spreading Covid-19.</p>	<p><b>Contractors</b></p> <ul style="list-style-type: none"> <li>• Encouraging visits via remote connection/working where this is an option.</li> <li>• Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival.</li> <li>• Limiting the number of visitors at any one time.</li> <li>• Limiting visitor times to a specific time window and restricting access to required visitors only.</li> <li>• Determining if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people, for example, carrying out services at night.</li> <li>• Maintaining a record of all visitors, if this is practical.</li> <li>• Revising visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions.</li> </ul> <p><b>Customers and Visitors-</b></p> <ul style="list-style-type: none"> <li>• Providing clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, for example, by phone, on the website or by email.</li> <li>• Establishing host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors.</li> <li>• Reviewing entry and exit routes for visitors and contractors to minimise contact with other people.</li> </ul>	<p>See November Operational Plan.</p>	<p>All staff. Headteacher and two deputy headteachers to supervise.</p>	<p>2<sup>nd</sup> Nov. 2020</p>	<p>MEDIUM</p>
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<p><b>Workplace and furniture contamination</b></p>	<p>Staff, pupils, parents, carers, guardians, governors and other visitors including contractors to the school site.</p> <p>Contracting or spreading Covid-19.</p>	<p><b>Classroom and Corridor Furniture</b></p> <ul style="list-style-type: none"> <li>• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</li> <li>• Remove soft furnishings (unless essential in one bubble/class), soft toys and toys that are hard to clean (such as those with intricate parts).</li> <li>• Limit or restrict use of high-touch items and equipment, for example, printers or whiteboards.</li> <li>• Cordon off areas not to be used.</li> </ul> <p><b>Hygiene: handwashing, sanitation facilities and toilets</b></p> <ul style="list-style-type: none"> <li>• Using signs and posters to maintain personal hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency</li> <li>• Ensure that all adults and children: <ul style="list-style-type: none"> <li>○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <a href="#">guidance on hand cleaning</a></li> <li>○ clean their hands on arrival at the setting, before and after, eating, and after sneezing or coughing</li> <li>○ are encouraged not to touch their mouth, eyes and nose</li> <li>○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> <li>• Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>• Setting clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible.</li> <li>• Enhancing cleaning for busy areas.</li> <li>• Providing more waste facilities and more frequent rubbish collection.</li> <li>• Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• Clean surfaces that staff, children and young people are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, more regularly than normal</li> <li>• Ensure that help is available for children and young people who have trouble cleaning their hands independently</li> <li>• Consider how to encourage young children to learn and practise these habits through games, songs and repetition</li> </ul>	<p>See November Operational Plan.</p> <p>Children will come to school in P.E. kits/old clothes and stay in kit all day on P.E./forest school days.</p> <p>Swimming to be re-introduced with additional risk assessment in place from Shropshire Council.</p> <p>Schedule for cleaning of toilets established and rota/checklists put on doors.</p> <p>Wash hands/sanitise before drinking from own bottle.</p>	<p>All staff. Headteacher and two deputy headteachers to supervise.</p>	<p>2<sup>nd</sup> Nov. 2020</p>	<p>HIGH</p> <p>We know that children from different bubbles will be going to childminders after school. This is the choice of parents which we are not able to influence. Good communication between school and childminders is essential.</p>
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		<ul style="list-style-type: none"> <li>• Ensure that bins for tissues are emptied regularly</li> <li>• Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>• Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>• Use your local suppliers for proportionate supplies of soap, anti-bacterial gel and cleaning products if needed there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.</li> <li>• Pupils should wash hands before drinking from water bottles.</li> </ul> <p><b>Changing rooms and showers</b></p> <ul style="list-style-type: none"> <li>• Changing rooms at leisure centre to be used by small numbers and cleaned between sessions for different bubbles. Showers not to be used.</li> <li>• Introducing enhanced cleaning of all facilities regularly during the day and at the end of the day.</li> </ul> <p><b>Handling goods, merchandise and other materials, and onsite vehicles if appropriate.</b></p> <ul style="list-style-type: none"> <li>• Cleaning procedures for goods and merchandise entering the school site.</li> <li>• Cleaning procedures for vehicles if appropriate e.g. minibuses, lawn mowers.</li> </ul> <p>Social distancing will be a problem in vehicles. Only those from same family or same bubble to share. Vehicles should be cleaned before and after each use.</p> <p><b>Limiting transmission of infection between childcare facilities:</b></p> <ul style="list-style-type: none"> <li>• To minimise contact between groups of children and staff, children should attend just one setting wherever possible</li> <li>• Parents and carers should be encouraged to minimise as far as possible the number of education and childcare settings their child attends.</li> <li>• If demand for places in Nursery is higher than the setting's capacity when measures to allow physical distancing between groups are in place, it may be necessary to have a temporary cap on numbers of children attending the setting. The Nursery will prioritise vulnerable children and children of critical workers, then 3 and 4 year olds (in</li> </ul>				
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		particular those who will be transitioning to reception in September) followed by younger age groups.				
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<p><b>Use of Personal protective equipment (PPE) in school settings against COVID -19</b></p>	<p>Staff, pupils, parents, carers, guardians, governors and other visitors including contractors to the school site.</p> <p>Contracting or spreading Covid-19.</p>	<ul style="list-style-type: none"> <li>○ Wearing a face covering or face mask in primary schools settings is not recommended, however we are asking staff members to wear masks when visiting other bubbles, in communal areas and whenever it makes them feel safer to do so.</li> <li>○ Schools and other education or childcare settings should not require children to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.</li> <li>○ Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</li> <li>○ The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> <li>- When children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way;</li> <li>- When a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> </ul> </li> </ul> <p>Recommendation that staff change and wash clothes before mixing with family following a day in a childcare setting/school.</p> <p>Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE.</p>	<p>See November Operational Plan.</p> <p>Staff can choose to wear face masks if they wish to.</p>	<p>All staff. Headteacher and two deputy headteachers to supervise.</p>	<p>2<sup>nd</sup> Nov. 2020</p>	<p>MEDIUM</p>
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<b>Catering facilities</b>	Staff, pupils, parents, carers, guardians, governors and other visitors including contractors to the school site.  Contracting or spreading Covid-19.	<ul style="list-style-type: none"> <li>• Consult with the catering company if separate from school staff, see what they are able to provide.</li> <li>• Practicality of providing food for pupils and staff?</li> <li>• Can social distancing be achieved in the kitchen?</li> <li>• Will separate sittings be viable for reduced numbers?</li> <li>• Is additional time needed to clean areas between sittings?</li> <li>• Use disposable plates, cups and cutlery?</li> <li>• Clear procedures for maintaining stringent cleaning processes for food preparation areas, dining areas and table coverings in Nursery and YR.</li> </ul>	See November Operational Plan.  Lunch arrangements have been made with Shire Services/School Cook.	All staff. Headteacher and two deputy headteachers to supervise.	2 <sup>nd</sup> Nov. 2020	MEDIUM
<b>First Aid</b>		<ul style="list-style-type: none"> <li>• First aiders need additional support and training in use of additional PPE if close contact with a patient is require e.g. changes to EAV/CPR due to Covid 19.</li> <li>• PEEPS (Personal Emergency Evacuation Plan) – may need reviewing for disabled people/people with assistance dogs/use of lifts due to changes in social distancing or evacuation routes.</li> <li>• Additional measures may be required\implemented in view of staff shortages.</li> </ul>	See November Operational Plan.	All staff. Headteacher and two deputy headteachers to supervise.	2 <sup>nd</sup> Nov. 2020	MEDIUM
<b>Accidents/ incidents</b>		<ul style="list-style-type: none"> <li>• Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority.</li> <li>• Reporting of COVID-19 cases to Health &amp; Safety Team. (RIDROR 2013 requirements for HSE reporting).</li> <li>• Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children.</li> </ul>	See November Operational Plan.	All staff. Headteacher and two deputy headteachers to supervise.	2 <sup>nd</sup> Nov. 2020	MEDIUM

<b>Emotional distress of the staff - including anxiety</b>	Staff and pupils	<ul style="list-style-type: none"> <li>• At least one SLT member of staff on site every day for staff to share concerns with.</li> <li>• Staff to be including with the decision making and risk assessments.</li> <li>• Review staff work and rest rooms to ensure social distancing can be adhered to.</li> <li>• Have details of counselling available.</li> <li>• Pupils to be supported by staff.</li> <li>• Look at ways of being able to support a child if in need of comfort.</li> <li>• SEN pupils - review assessments to be able to further assist pupils who will not understand the changes.</li> </ul>	See November Operational Plan.	All staff. Headteacher and two deputy headteachers to supervise.  SENCO	2 <sup>nd</sup> Nov. 2020	MEDIUM
<b>Emotional distress of the pupils</b>						

<p><b>Transport arrangements</b></p>	<p>Parents, carers, staff and pupils.</p>	<p><b>Staff, parents and children:</b></p> <ul style="list-style-type: none"> <li>• Encouraging parents and children and young people to walk or cycle to their education setting where possible.</li> <li>• Making sure schools, parents and young people follow the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning their travel.</li> <li>• Ensuring that transport arrangements cater for any changes to start and finish times.</li> <li>• Making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus</li> <li>• Making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers.</li> <li>• Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.</li> <li>• Social distancing will be a problem in vehicles. Consider only one person to use at a time and vehicle cleaned thoroughly before and after each use.</li> </ul> <p><b>local authorities or transport providers</b> could consider the following:</p> <ul style="list-style-type: none"> <li>○ guidance or training for school transport colleagues</li> <li>○ substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers</li> <li>○ cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out</li> </ul> <ul style="list-style-type: none"> <li>• <b>communicating</b> revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul>	<p>These risks need to be managed by transports providers, parents and carers. School staff need to be vigilant and report and concerns to the headteacher.</p> <p>Parents to be advised to transport their children to school without using public transport or transport providers wherever possible.</p> <p>One school bus will deliver and collect pupils daily.</p> <p>Staff to be told not to share vehicles unless in same bubble/class.</p>	<p>Parent, carers and transport providers.</p>	<p>2<sup>nd</sup> Nov. 2020</p>	<p>HIGH</p> <p>Cannot be easily managed by school staff.</p> <p>Details of who has travelled by school bus to be kept in case 'track and trace' is required.</p>
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<b>Use of car park for cars, and other forms of transport</b>	All drivers	<ul style="list-style-type: none"> <li>• Car parking/spacing of cars for staff</li> <li>• Staggered arrival times?</li> <li>• Use of bikes revise the siting of bikes and again stagger times of arrival and maybe dedicate different area to secure bikes?</li> </ul>	Large car park to be used and managed to enable distancing. Staff to arrive at staggered times or use judgement to keep apart.	All staff. Headteacher and two deputy headteachers to supervise.  Caretaker to manage car park.	2 <sup>nd</sup> Nov. 2020	MEDIUM
<b>When schools reopen other areas will need consideration: building related hazards, fire safety management, building evacuation, equipment checks, Legionella etc.</b>		<p>A separate risk assessment for premises/building related issues for inspections, maintenance checks etc. See Appendix A.</p> <p>Fire Risk Assessment will need reviewing in light of the control measures implemented due to staff shortage, alterations of evacuation routes, different exits used to maintain social distancing.</p>	<p>Local Authority to provide.</p> <p>Fire practice to take place regularly to ensure additional returning pupils and staff know the new routine.</p>	<p>All staff. Headteacher and two deputy headteachers to supervise.</p> <p>Caretaker</p>	2 <sup>nd</sup> Nov. 2020	MEDIUM

### Safe Systems of Work

All staff to be given sufficient information\training to be able to work safely and where practicable maintain the 2m distancing protocol.

- Additional measures will be necessary if dealing with clinically vulnerable children - see [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.
- For clinically vulnerable adults see [Staying at home and away from others \(social distancing\) guidance](#)
- Continue monitoring and reviewing risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed above).

- Ensure that all health and safety compliance checks e.g. premise, safety and security systems have been undertaken before opening and sufficient staff are available to undertake these tasks.
- All building equipment is deemed safe to use and has received appropriate checks by competent persons. Including all fire safety related equipment (emergency lights, fire detection equipment, fire extinguishers etc.) passenger lifts, etc.
- Site staff to manage the risk from legionella on site before schools open and then continue the test regimes.
- Lone working in parts of the building is managed – use of radios and regular check in etc. No higher risk activities e.g. work at height to be undertaken unless necessary.

### **Communication to all parties is essential:**

- Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](#)).
- Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend, wearing a mask.
- Tell parents and young people 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).
- Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).
- Think about engaging parents and children in education resources such as [e-bug](#) and [PHE schools resources](#).
- Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#).
- Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.
- Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers.
- Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.

All governors and members of staff will be emailed this risk assessment and the school's updated Operational Plan.

## Appendix A

The following checklist has been prepared by Shropshire L.A. to guide site managers and caretakers. It is aimed at identifying actions that need to be taken to make the building and site safe. Within the checklist are items that have statutory duties attached such as examination, inspection, maintenance, servicing and testing. All of these will have been managed before the lockdown and should have been continued even though buildings have been closed or partially open.

### It is essential that compliance is achieved before reoccupation.

Each building should have an identified person responsible for site management.

<b>Building / Infrastructure / Systems</b>	<b>Action</b>	<b>Checked</b>	<b>Comments / Defects / Damage</b>
<b>Site:</b> <ul style="list-style-type: none"><li>• Perimeter fencing, hedges, gates etc.</li><li>• Trees</li><li>• Waste storage areas and waste bins</li></ul>	<ul style="list-style-type: none"><li>• Boundary integrity</li><li>• Risk assessments up-to-date; no damage</li><li>• Secure – waste collection still occurring</li></ul>		
<b>Building:</b> <ul style="list-style-type: none"><li>• Roof (inc. chimneys)</li><li>• Facias, gutters, downpipes</li><li>• Walls</li><li>• Windows</li><li>• Exterior doors</li><li>• Door canopies</li><li>• Paths</li><li>• Roads, car park, gates / barriers</li></ul>	<ul style="list-style-type: none"><li>• Defects or damage</li><li>• Doors opening properly with no restrictions</li><li>• No defects or damage; in working order</li><li>• Slip or trip hazards (uneven, holes etc.)</li></ul>		
<b>Interior:</b> <ul style="list-style-type: none"><li>• Ceilings</li><li>• Walls</li></ul>	<ul style="list-style-type: none"><li>• No defects or damage likely to affect building users</li><li>• Fire Doors checked for fit and opening</li></ul>		

<ul style="list-style-type: none"> <li>• Doors – final exits open (fire, emergency)</li> <li>• Fire doors (close and fit as intended)</li> <li>• Stairs / steps / ramps</li> <li>• Handrails</li> <li>• Floors (floor coverings)</li> </ul>	<ul style="list-style-type: none"> <li>• No slip or trip hazards</li> </ul>		
<p><b>Infrastructure:</b></p> <ul style="list-style-type: none"> <li>• Gas (turned on, no leaks)</li> <li>• Electricity (CB / RCD checks, sockets)</li> <li>• Water system</li> <li>• Heating (boiler etc.)</li> <li>• Ventilation</li> <li>• Kitchens</li> <li>• Toilets / showers</li> <li>• Swimming pools / hydrotherapy pools</li> </ul>	<ul style="list-style-type: none"> <li>• Gas supply confirmed; no smell of gas on entering building / room</li> <li>• Check circuit breakers to see if any have tripped; Operate RCD(s) to confirm operation; inspect sockets for damage / overload</li> <li>• Ensure supply; check for leaks; Legionella controls (see below)</li> <li>• Boiler operational (heating and hot water) – maintenance and servicing carried out according to schedule</li> <li>• Check system operation; change filters</li> <li>• Check all equipment; inspect kitchen and food storage areas for insects / vermin; dispose of food past sell-by date; enhanced cleaning</li> <li>• Enhanced cleaning; legionella controls</li> <li>• Cleaning regime</li> <li>• Follow <a href="#">PWTAG guidance</a></li> </ul>		
<p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>• Fire detection and alarm (see below)</li> <li>• Emergency lighting (see below)</li> </ul>	<ul style="list-style-type: none"> <li>• All detectors, call points and detectors operational; weekly testing performed</li> </ul>		

<ul style="list-style-type: none"> <li>• Security</li> <li>• Communications - telephony</li> <li>• IT – WiFi</li> <li>• Pressure systems</li> </ul>	<ul style="list-style-type: none"> <li>• Battery test to check e-lighting operational</li> <li>• Alarm system working</li> <li>• Phone lines operational</li> <li>• WiFi working</li> <li>• Statutory examination, maintenance and servicing undertaken according to schedules</li> </ul>		
<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• IT – computers, monitors etc.</li> <li>• OHP / Whiteboards</li> <li>• Fire extinguishers</li> <li>• Access equipment / ladders</li> <li>• Kitchen equipment – kettles, microwaves etc.</li> <li>• Lifts (see below) / lifting equipment</li> </ul>	<ul style="list-style-type: none"> <li>• All IT equipment operational and without faults</li> <li>• Equipment in good working order</li> <li>• Serviced annually</li> <li>• Visual inspections for damage / defects</li> <li>• Visual inspections; PAT tests if required</li> <li>• Statutory examination, maintenance and testing completed according to schedule</li> </ul>		
<p><b>Maintenance, testing and servicing:</b></p> <ul style="list-style-type: none"> <li>• Gas safe certificate</li> <li>• EIRC (Fixed wiring) and PAT (electricity)</li> <li>• Water (temperature, flushing, cleaning, disinfecting etc.) – see below</li> </ul>	<ul style="list-style-type: none"> <li>• Gas safe certificate within date</li> <li>• EIRC within date; PA tests completed according to schedule</li> <li>• Legionella controls undertaken according to schedule. NB. If controls have not been performed during lockdown a separate procedure must be followed before reopening/ reoccupation. Check with Tim Othen in this case.</li> </ul>		

<p><b>Other Areas:</b></p> <ul style="list-style-type: none"><li>• Science and D&amp;T departments need to be checked by experienced staff and follow CLEAPSS Guidance</li></ul>	<ul style="list-style-type: none"><li>• Seek further advice from CLEAPSS for practical lessons guidance documents GL344 for further advice on D&amp;T (including food Tech) or GL345 guidance for science departments in a partially re-opened school.</li></ul>		