

COVID-19 risk assessment – Partial re-opening of schools

Site / school name:	Auriol Junior School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Students ▪ Staff ▪ Catering and cleaning staff ▪ Contractors 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ Partial re-opening of primary schools – Early Years, Reception, Years 1 and 6 from 1 June 2020 at the earliest ▪ Some face to face support in secondary schools for Years 10 and 12 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Continued remote working of some staff 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Limited sports and PE equipment ▪ Cleaning materials and equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises and grounds 		
Name of person completing this risk assessment:	Mandy McDowall, Rebecca Williams and Davina Maroothynaden	Date of completion:	13 th May 2020
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:	Within one month of completion	Risk assessment no:	Version 5– 16/06/2020

Record of risk assessment reviews

Date of review:	13/05/2020	Reviewed by:	M MCDowall	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Further information on face masks for first aid ▪ Simplified format ▪ Additional section on early years provision – not applicable as we are a Junior school
Date of review:	28/05/2020	Reviewed by:	M McDowall	Comments / date of next review:	<ul style="list-style-type: none"> ▪
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What are the hazards?	Who might be harmed and how?	General guidance and measures to consider	What do you need to do at your school to manage the risk	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Potential for spread of COVID-19 between persons at school. 	<ul style="list-style-type: none"> Staff and other occupants may catch COVID-19 via direct or indirect contact with carriers. Potential for spread to other family members / persons. 	<p>Organise class groups</p> <ul style="list-style-type: none"> Ensure maximum numbers are adhered to. Minimising contact between groups. Ensure children and young people always stay in the same groups on each day and do not mix on subsequent days. Where possible ensure that the same teachers and other staff are assigned to the same groups during the day and on subsequent days. Ensure students are only in school when they need to be. 	<ul style="list-style-type: none"> Class groups 10 pupils per class - Year 6 Key worker group to be no more than 15 children on any day in their bubble All pupil groups in bubbles with key adult (this may be an LSA working under supervision of a teacher) No movement between bubbles Surveys to be sent out to ascertain numbers (year 6 only NOT key workers) Training delivered to all staff SLT to cover break duty adhering to strict social distancing measures 	Teachers	On going	
		<p>Organise classrooms and other learning spaces</p> <ul style="list-style-type: none"> Move furniture and desks to enable social distancing between pupils. Ensure the same principle is applied to teachers' desks. Floor markings can be used as well to define transit routes or no-go spaces in classrooms. Remove any unnecessary items including soft furnishings and other items that are hard to clean. Consider allocating students a desk so they use the same desk if they are in on consecutive days. 	<ul style="list-style-type: none"> Pupils to bring own plastic bag of writing implements – PP pupil packs available (to be name and kept in school) 2m mark in classroom between desks and front desk All soft furnishing to be removed from classrooms (including smart sacks) Class teachers to be responsible for opening / closing doors and windows each day. Windows and doors should be open to allow for adequate ventilation 	Site Manager Class teachers	June 9 th On going	

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		<ul style="list-style-type: none"> ▪ All spaces should be well ventilated using windows etc where possible. 	<ul style="list-style-type: none"> ▪ Teachers in each bubble to be responsible for cleaning the classroom / equipment at the end of each day. - Bacterial spray and kitchen roll available in in small cleaning boxes (1 per class) ▪ Pupils have equipment that is allocated to just that pupil ▪ Pupils to be allocated a desk that they are to use each day ▪ Key worker children to given separate space for their 'bubble' ▪ Parents of key worker children in year 6 must decide which provision they wish to access and there will then be no movement between Year 6 and key worker bubbles once allocated. ▪ Library, Hall, Drama studio, Music lodge, WAVE are out of use_ 			
		<p>Review curriculum provision</p> <ul style="list-style-type: none"> ▪ Decide which lessons or activities will be delivered and those that cannot safely be delivered. This might include some practical or physical activities. ▪ Consider which lessons or activities can take place outdoors where social distancing is easier and the risk of transmission reduced. 	<ul style="list-style-type: none"> ▪ First two weeks to be low demand / expectation of 'work' / wellbeing focus ▪ Year 6 closure / transition / basic gaps / goodbye project ▪ Teaching staff time working from home to plan / online manage learning. ▪ Plan to address gaps in reading, writing and mathematics. ▪ Wellbeing virtual assemblies to rebuild sense of community. 	<p>Class teachers Yr 6 teachers</p> <p>LSAs and one teacher per year group</p>	<p>June 9th</p> <p>On going</p>	

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			<ul style="list-style-type: none"> ▪ Teaching staff time working from home to plan / online manage learning after 3.30 pm ▪ Plan to address gaps in reading, writing and mathematics. ▪ Staff will not take in pupils books – all equipment and books used by pupils will remain on their allocated desk 			
		<p>Movement around the school</p> <ul style="list-style-type: none"> ▪ Use the timetable to and selection of classrooms to reduce movement around the school as much as possible. ▪ Consider if teachers move rather than pupils ensuring that contact between different groups is minimised. ▪ Stagger assembly times and consider if they are even necessary. ▪ Stagger start and finish times. ▪ Stagger break and lunch times. ▪ Use one-way systems where possible. ▪ Consider if dividers can be placed in corridors where two-way travel is necessary. ▪ Prioritise use of classrooms where external doors are present so entry / exit can be made from outside rather internal corridors. ▪ Use floor or wall markings to highlight social distancing. 	<ul style="list-style-type: none"> ▪ Toilet Breaks ▪ Girls – 2 in at a time. Clear signage. SLT to monitor the corridors and toilets on a regular basis. ▪ Boys - 1 in at a time Clear signage. SLT to monitor the corridors and toilets on a regular basis. ▪ Children to be encouraged to use the toilet during lesson time so use at break and lunch is minimised, ▪ Marks to be placed on the floor so children can queue safely for the toilet ▪ Key worker can use upstairs toilet / Amber & coral reception toilets / all other use canteen toilets as described above. ▪ Classes downstairs use doors by DHT office / Upstairs enter school 	All staff	June 9 th On going	

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		<ul style="list-style-type: none"> ▪ If students need to queue to get into a classroom mark out clear waiting areas with 2 metre spacing. Pupils may need to enter classrooms one at a time as directed by staff. ▪ Ensure that toilet facilities do not become crowded by limiting the numbers allowed to use at any one time. ▪ With due regard to fire safety, doors may be temporarily propped to limit touching of door handles and aid ventilation. ▪ Some children may need additional support with these measures e.g. the very young or those with special educational needs. 	<p>using year 6 doors. Zinc and Xenon classes not to be used. Key workers bubbles in Hummingbird / Art room.</p> <ul style="list-style-type: none"> • Break rota (SLT to cover break duty) • Titanium bubbles - 10:30 (Lower playground, muga and upper playground) • Xenon bubbles – 10:40 (Lower playground, muga and upper playground) • Zinc bubbles – 10:50 (Lower playground, muga and upper playground) • Key worker children on field • Class teacher to run daily virtual assembly across all class bubbles and also invite children online at home using Teams • Food from kitchen to be left outside kitchen by catering staff. SLT to deliver to classrooms. Bubble list of names to be given to the kitchen 8th June. • Classroom door to remain open 	<p>Year 6 teachers</p> <p>Kitchen staff</p> <p>Inclusion team</p>		

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			<ul style="list-style-type: none"> SEE separate EHCP risk assessment for pupils with Special needs 			
		<p>Shared spaces e.g. assembly and dining halls</p> <ul style="list-style-type: none"> Use halls, dining areas and sports facilities at half capacity. If class groups need to use the space at the same time ensure the groups do not mix and do not play sports or games together. Adequate cleaning will need to take place between groups using the shared spaces including wiping down of tables between each group. Stagger the use of staff rooms, work rooms and offices to maintain social distancing. 	<ul style="list-style-type: none"> No use of shared spaces other than staff room. Staff will be encouraged to keep this to a maximum of 5 people at any one time Signage to remind staff to wipe down shared equipment. Anti-bacterial spray and kitchen roll to be used after each use of white goods. Hand sanitiser to be widely available throughout shared area Allocate ipads to each bubble for a day then wiped down before being passed to next class Staff toilets – staff to be told which toilet they should be using depending on which bubble they are in. 	<p>All staff</p> <p>TB (office)</p> <p>Site manager</p> <p>Year 6 teachers</p> <p>All staff</p>	<p>June 9th</p> <p>On going</p>	
		<p>Outside spaces</p> <ul style="list-style-type: none"> Should be used for exercise and breaks where possible 	Timetabled outdoor space	SH	<p>8th June</p> <p>On going</p>	

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		<ul style="list-style-type: none"> ▪ Outdoor education can limit transmission and allow easier distancing between children and staff ▪ Outdoor equipment should not be used unless it can be ensured that appropriate cleaning takes place, groups do not use it at the same time and there is cleaning in between groups using the equipment. 	<ul style="list-style-type: none"> • One outside area allocated to each bubble ; upper playground / muga / field / allotment /quiet garden & pond • 9- 10.30 (5 bubbles) • 11-12.30 (5 bubbles) • All fixed outdoor equipment to be roped off and not used. • Water fountains to be turned off. 			
		<p>Shared resources</p> <ul style="list-style-type: none"> ▪ Limit what shared resources are required and, particularly any that are taken home. ▪ Cleaning will be needed after each use where shared resources are used by different groups. ▪ Practical lessons can go ahead only if equipment is cleaned between used and the classroom / space is cleaned between different groups using them. 	<ul style="list-style-type: none"> ▪ Children to bring in named plastic bag of equipment (to be left in school) ▪ Water bottle and snack boxes may be taken home (parents need to ensure that these are fully washed each evening) ▪ Water fountains not on so children to bring own water for the day. ▪ Sanitising spray and kitchen roll to be available in each classroom ▪ Teachers in each bubble to be responsible for cleaning the classroom / equipment at the end of each day. ▪ Training delivered to all staff and pupils 	<p>Class Teachers</p> <p>Site manager/ cleaner Class teachers</p> <p>SLT</p>	<p>June 10th</p> <p>On going</p>	

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			<ul style="list-style-type: none"> ▪ All children sanitize hands before leaving school., ▪ Classes downstairs use doors by DHT office / Upstairs enter school using year 6 doors. Zinc and Xenon classes not to be used. Key workers bubbles in Hummingbird / Art room. ▪ Titanium 12.40pm / Xenon 12.50 / Zinc 1 ▪ Children line up in playground on 2m marks in a line for each bubble. ▪ Parents line up in alley way on 2m markings ▪ Once child collected exit through car park double gates (car park use to be reduced and area cordoned off to ensure parents and children are not in an area with vehicles. ▪ Children line up in playground on 2m marks in a line for each bubble. ▪ SLT highly visible and in playground to monitor social distancing procedures ▪ Key Worker children 3.15 home time <p>Parent Contact</p> <ul style="list-style-type: none"> ▪ Parents and Carer will not be permitted into the school / 	Office		

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			<p>reception unless it is an emergency and by appointment only.</p> <ul style="list-style-type: none"> ▪ Children not buzzed in from inside the office. Member of staff to meet them at the gate to avoid parents entering the site. ▪ Office and school reception will be closed online or telephone communication will be the only means of communication. ▪ Parent will not be able to communicate with staff during drop off or pick up. Conversations / meeting must be on the phone or via email. ▪ Parents will not be able to drop off any forgotten items once children are in school. 			
<ul style="list-style-type: none"> ▪ Risks of spread of COVID-19 from providing first aid or care. 	<ul style="list-style-type: none"> ▪ Staff and other occupants may catch COVID-19 via direct or indirect contact with carriers by close contact for first aid or care provision. ▪ Potential for spread to other family members / persons. 	<p>First aid and care provision</p> <ul style="list-style-type: none"> ▪ The school will maintain suitable first aid and where needed paediatric first aid cover. ▪ Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid e.g. limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields. 	<ul style="list-style-type: none"> • All staff have completed online training • Office staff available for first aid if required. • No children in admin office • Front office with plastic chairs for first aid. - waiting children in reception. • Staff to wear fask masks when administering first aid. • One child and first aider in first aid room at a time. 	<p>All staff</p> <p>Office staff</p> <p>SBM</p>	<p>June 9th</p> <p>On going</p>	

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		<ul style="list-style-type: none"> ▪ All first aid equipment will always be accessible. ▪ 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 ▪ If 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. ▪ All incidents must be recorded as per the school's normal arrangements. 	<ul style="list-style-type: none"> • Basic first resources to be made available in each classroom • PPE provided for first aiders and 1 to 1 with intimate care. If first aid is administered the first aider must wear the PPE equipment provided. • Drama studio room set up for isolation if necessary with equipment. Do not enter sign. • Purchase additional thermometers for temperature check • First aid to be recorded on weekly sheet (only touched by first aider) 	Office staff		

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<ul style="list-style-type: none"> ▪ Contamination of commonly used areas, including door handles, IT equipment and equipment used by multiple persons. 	<ul style="list-style-type: none"> ▪ Staff and other occupants may become contaminated via indirect contact with contaminated equipment. ▪ Potential for spread to other family members / occupants. 	<p>Cleaning and hygiene control</p> <ul style="list-style-type: none"> ▪ Information on measures in place will be provided at reception and key entry points. ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all colleagues are adhering to principles of good hygiene. ▪ Sufficient quantities of cleaning supplies and hand soap to be maintained. ▪ More frequent wipe down of high passage area door handles, including main entrance doors and commonly used doors. ▪ Ensure that bins are emptied throughout the day. ▪ Daily cleaning in place to provide disinfection of all handles and commonly used surfaces. ▪ IT equipment to be used by one person as a designated workstation where possible and cleaned (wiped down) pre use and at the end of the day. ▪ Alcohol based hand sanitiser should be considered for practical sessions where hand washing will be required before and after if sufficient facilities are not available. 	<ul style="list-style-type: none"> ▪ All bubble teachers to have hand sanitiser and use after touching shared equipment. ▪ Toilet to be checked on hourly basis from 9am / use sign in sheet to record cleaning. ▪ Cleaner to wipe down door handles of cubicles, flush handles and sinks regularly throughout the day. - gloves and cleaning products available for this. ▪ A3 posters to be created with key control measures in place to be displayed at entry points ▪ Hygiene standards to be on staff meeting agendas. ▪ No hot desking or use of office phones by other staff. Phones in SEN office / meeting room to be used and wiped down afterwards if necessary. ▪ Handwashing before and after leaving room and toilets ▪ Cleaners to clean handles when doors shut. ▪ Handwashing reminder to be sent out. 	<p>Site manager to ensure in each class Cleaner</p> <p>Office staff</p> <p>LG (office)</p> <p>All staff</p> <p>All staff</p> <p>Cleaner</p> <p>LG</p>	<p>June 10th</p> <p>On going</p>	

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Contamination of food products and packaging from supply chain or from food preparation on site	<p>Staff and occupants infected by consumption of contaminated food packaging or food product.</p> <p>Contamination of food by catering staff failing to adhere to hygiene standards or otherwise who are infected with COVID-19.</p>	<p>Catering provision</p> <ul style="list-style-type: none"> Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines Ensure that catering providers are aware of any changes to lunch times and operating practices you have made 	<ul style="list-style-type: none"> Catering staff will be reminded of school's social distancing guidelines. Lunches will be delivered and left outside classrooms by the catering staff. Where pupils who are not attending and qualify for FSM will have access to the voucher system Where parents opt for onsite catering, pupils will be provided with a cold, take away packed lunch. No provision of milk for pupils. 	<p>TB (office)</p> <p>SK (office)</p> <p>TB (office)</p>	<p>June 10th</p> <p>On going</p>	
<ul style="list-style-type: none"> Staff and pupils may be unfamiliar with changes to fire safety or other emergency arrangements. 	Risk of injury arising from panic due to lack of clear emergency arrangements.	<p>Emergencies</p> <ul style="list-style-type: none"> Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. reduced staff, fire wardens covering different areas, managing assembly areas etc. A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. If you are sharing with other schools make sure any external staff are aware as well. 	<ul style="list-style-type: none"> All bubbles to have designated exit and to know where this emergency exit is, in case of evacuation/ fire drill. Teachers to complete Fire Marshall training on Educare. 2 class teachers and 1 office staff member to be on site each day. Lockdown – children to use own desk for lockdown. Practice fire drills on a class by class basis. Training delivered to staff 	<p>SBM/Site manager to allocate</p> <p>SLT</p> <p>Class teachers</p> <p>SLT</p>	<p>June 10th</p> <p>On going</p>	

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		<ul style="list-style-type: none"> Other emergency procedures e.g. lockdown should be reviewed as required. 				
<ul style="list-style-type: none"> Safety of health issues relating to interrupted maintenance or inspection schedules whilst school has been closed or in limited use. 	<ul style="list-style-type: none"> All persons at risk of Legionnaires disease from little used systems Damaged or broken items may not be identified or repairs actioned leading to injury. Statutory inspections or maintenance may be missed leading to failure of safety critical items. 	<p>Maintenance and inspection</p> <ul style="list-style-type: none"> Before school reopens: Ensure all little used water outlets are flushed through. Check and test all fire protective systems Check and test all relevant safety critical devices Carry out a visual site inspection to identify any issues that may need remedying Where pieces of equipment or machinery, such as lifts, fume cupboards etc require thorough examination or testing (TE&T) they must all be within their testing cycle. If this has elapsed then these item(s) cannot be used until they have passed the required tests. Their use will therefore need to be postponed until testing has taken place. 	<ul style="list-style-type: none"> Site Manager - SBM will conduct a H&S walk of the site on Monday 1st June. 	SBM	1 st June	
<ul style="list-style-type: none"> Potential for spread of COVID-19 between persons at school showing symptoms of 	<ul style="list-style-type: none"> Staff and other occupants may catch COVID-19 via direct or indirect contact with carriers. Potential for spread to other 	<p>Suspected case of coronavirus in school</p> <ul style="list-style-type: none"> If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow government guidance. 	<p>If high temperature is suspected temperature to be taken using infrared thermometer.</p> <p>Drama studio to be used as isolation room. Signage required</p>	First Aider (office)	June 10 th	On going

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<p>coronavirus or those who are confirmed to have coronavirus.</p>	<p>family members / persons.</p>	<ul style="list-style-type: none"> ▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. ▪ 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. ▪ If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the 	<p>PPE to be put in room and staff instructed to all staff that this must be worn when dealing with a suspected case. Staff who have dealt with child with suspected COVID will be asked to be vigilant re onset of symptoms. Training delivered to staff</p>			

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		<p>affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people</p>				
		<p>Confirmed case of coronavirus in school</p> <ul style="list-style-type: none"> ▪ When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. ▪ All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario. ▪ Where a child, young person, or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person, or staff member they live with in that group subsequently develops symptoms. 	<ul style="list-style-type: none"> ▪ If COVID case is confirmed all staff or children who have had contact with that person should arrange for a test if symptoms occur. ▪ When a case is confirmed all staff/ children in that bubble to be sent home to isolate for 14 days along with their fellow bubble members and household. Where a child displays symptoms they will be encouraged to be tested for covid. And consider full school lockdown by contacting Public Health England. ▪ Details of how to arrange a test made available to all staff during training ▪ Communication will be sent to families of the children in the wider school. 	SLT	June 10 th On going	

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		<ul style="list-style-type: none"> There is guidance available for special schools, specialist colleges, local authorities and any other settings managing children and young people with education, health, and care plans, including those with complex needs. This covers recommendations for educational settings, working with local areas and families, on how to assess risks in supporting children and young people. 				
Remote working of staff. Potential for DSE related issues when away from site.	<ul style="list-style-type: none"> Staff may not have designed work location due to the 'exceptional' need to work at home who are otherwise school based employees. There is a risk of musculoskeletal injuries. 	<ul style="list-style-type: none"> Staff working remotely All staff working remotely to undertake DSE assessment and home working checklist. All staff provided guidance on setting up a safe and suitable work area, given the relative short duration and exceptional circumstances associated with the school closure. E-learning courses can be carried out to supplement guidance as required. Ensure regular communication with staff working remotely. 	<ul style="list-style-type: none"> All staff working remotely have been provided with DSE assessment and home working checklist. Staff continuing to work remotely will be provided with a reminder of guidance given eg. Regular breaks All Staff using Team for the dissemination of information SLT responsible for group of staff for wellbeing checks Weekly remote staff meeting and LSA meeting 	SBM SLT	On going	
Potential for harm to mental health wellbeing	Staff mental health impacted as a result of Coronavirus and changes to their normal work life balance	<ul style="list-style-type: none"> Be aware 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 	<ul style="list-style-type: none"> All staff have an allocated wellbeing mentor, responsible for checking in on staff. SLT to consistently reflect on workload demands on staff. 	SLT	1 st June On going	

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		<p>balance and supports teachers and leaders.</p> <ul style="list-style-type: none"> Workload should be carefully managed and 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. Consider where additional resource could be safely brought in if necessary. Ensure regular communication and consultation with all staff Ensure staff know where to get additional support. 	<ul style="list-style-type: none"> Workload is carefully managed and assessed so that 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. Remind staff of the support provided via Employee assist. Use TEAMS to maintain regular communication and consultation with all staff. 			
Harm from use of new or different hazardous products	Contact, inhalation or ingestion injuries or illness from hazardous substances affecting all persons	<ul style="list-style-type: none"> Ensure that any hazardous substances that are used as a result of changes to cleaning or hygiene regimes have a COSHH risk assessment. Ensure that any significant findings or precautions are shared with those using the products. It should be noted that in most if not all cases these will be lower risk items. 	<ul style="list-style-type: none"> Any hazardous substances that are used as a result of changes to cleaning or hygiene regimes have a COSHH risk assessment. Any significant findings or precautions will be shared with those using the products. 	SBM	1 st June On going	
Clinical / contaminated waste	Staff and other occupants may catch COVID-19 via direct	<ul style="list-style-type: none"> Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths 	<ul style="list-style-type: none"> Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) 	Site manager	1 st June on going	

What are the hazards?	Who might be harmed and how?	General guidance and measures to consider	What do you need to do at your school to manage the risk	Who will do this?	By when?	Completed on:
	<p>or indirect contact with carriers. Potential for spread to other family members / persons.</p>	<p>and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin.</p> <ul style="list-style-type: none"> ▪ It should then be put in a suitable and secure place and marked for storage until the individual's test results are known. ▪ You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours. ▪ If the individual tests negative, this can be put in with the normal waste ▪ If the individual tests positive, then store it for at least 72 hours and put in with the normal waste. ▪ If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority or contractor. 	<p>should be double bagged in plastic rubbish bags and ideally then in a bin.</p> <ul style="list-style-type: none"> ▪ These bins will be securely stored in the outdoor storage shed until negative test results are known or the waste has been stored for at least 72 hours before put into communal waste ▪ 			
Increased risks from coronavirus for vulnerable staff members	Staff with pre-existing medical conditions or other vulnerabilities that may make them	<ul style="list-style-type: none"> ▪ If general precautions outlined in government guidance are followed then for most persons these should ensure that sufficient control measures are 	<ul style="list-style-type: none"> ▪ Staff with pre-existing medical conditions or other vulnerabilities that may make them more susceptible to Covid-19 will remain working from home. 	SLT	1st June On going	

What are the hazards?	Who might be harmed and how?	General guidance and measures to consider	What do you need to do at your school to manage the risk	Who will do this?	By when?	Completed on:
	more susceptible to Covid-19.	<p>in place to manage the spread of coronavirus.</p> <ul style="list-style-type: none"> ▪ Consideration should be given to summarising risk and measures by role as indicated in the persons covered section at the start of this risk assessment. ▪ Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need. 	<ul style="list-style-type: none"> ▪ Where staff are not required to shield and their job does not permit them to work remotely, they will work under strict social distancing measures and contact with individuals will be minimised 			
Individual pupils with challenging behaviour may pose additional risks	Staff and other occupants may catch COVID-19 via direct or indirect contact with carriers because of challenging behaviour e.g. spitting, coughing etc.	<ul style="list-style-type: none"> ▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of the behaviour. ▪ This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment. ▪ Additional measures and PPE may be required for staff in some circumstances. ▪ School behaviour policy to be reviewed to take account of 	<ul style="list-style-type: none"> ▪ Specific pupils with challenging behaviour have been identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of the behaviour. ▪ Staff working with these pupils will have access to PPE 	Inclusion Team	1st June On going	

What are the hazards?	Who might be harmed and how?	General guidance and measures to consider	What do you need to do at your school to manage the risk	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Potential for spread of COVID-19 between persons in an early years setting. 	<ul style="list-style-type: none"> ▪ Staff and other occupants may catch COVID-19 via direct or indirect contact with carriers. ▪ Potential for spread to other family members / persons. 	<p style="text-align: center;">COVID-19 and any new measures in place.</p> <p>Early years provision</p> <ul style="list-style-type: none"> ▪ For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply. ▪ Early years groups in school should consider: <ul style="list-style-type: none"> ▪ how to keep small groups of children together throughout the day and to avoid larger groups of children mixing ▪ 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 ▪ remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) ▪ Ensure that help is available for children and young people who have trouble cleaning their hands independently 	<ul style="list-style-type: none"> ▪ Not applicable 			