

# RISK ASSESSMENT



**A. Outline of activity or task to be assessed:** Managers to use these generic controls to assist in documenting their local approach to the use of offices/buildings.

Form No.  
May 2020

Group/Service Area: St Giles' CE Primary School      Work Activity: Working in the Schools during Covid19 Pandemic

Date of Assessment: 20/05/20      Date for Re-assessment: Reviewed and amended weekly

Name of Assessors: Caroline Gardner      Signature:

**Hazard** is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

Level of risk = likelihood x severity

**B. Risk Matrix – This section is used for guidance to complete section C.**

5 x 5 RISK ASSESSMENT MATRIX

Increasing consequence or severity ↑	5	5 low	10 med	15 med	20 high	25 high
	4	4 very low	8 low	12 med	16 med	20 high
	3	3 very low	6 low	9 low	12 med	15 med
	2	2 very low	4 very low	6 low	8 low	10 med
	1	1 very low	2 very low	3 very low	4 very low	5 low
		1	2	3	4	5

Increasing likelihood or probability →

### PRIORITY OF ACTION

**High 17 - 25** Unacceptable – Stop work or activity until immediate improvements can be made.

**Medium 10 – 16** Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.

**Low 5 - 9** Adequate but look to improve by next review.

**Very Low 1 – 4** Residual risk acceptable and no further action will be required all the time the control measures are maintained.

Score	Likelihood / Probability	Description
5	Very likely / Almost certain	Event is expected to occur in most circumstances
4	Likely	Event will probably occur in most circumstances
3	Fairly likely / Possible	Event could occur at some time
2	Unlikely	Event is not likely to occur in normal circumstances
1	Very unlikely	Event may occur only in exceptional circumstances

Score	Consequence/Severity	Description
5	Catastrophic / Severe / Fatality	Death or permanent disability to one or more persons
4	Major injury / ill health	Hospital admission required, eg, broken arm or leg
3	Moderate (over 7-day injury)	Medical treatment required, over 7-day injury
2	Minor injury / ill health	First aid is required
1	Insignificant / no injury	Injuries not requiring first aid treatment

**B. Use information from section B to identify level of risk for each hazard**

**Blue text indicates additions/ammendments from September**

	What are the Hazards?	Who might be harmed and how the hazard could cause harm	What are you already doing? (Existing Controls)	Risk Level Low/Med/High
1	<b>Catching or spreading Coronavirus – General considerations</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable  Contract Covid 19	<ul style="list-style-type: none"> <li>• Ensure suitable levels of staff are maintained</li> <li>• Ensure people who are ill stay at home – ensure that pupils, staff and other adults do not come into school if they have COVID-19 symptoms, or have tested positive in the last 10 days, or who have someone in their household who does.               <ul style="list-style-type: none"> <li>• If anyone in the school becomes unwell with a new, and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></li> <li>• If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</li> <li>• Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> </ul> </li> <li>• Separate classroom (The Ark – until Mrs Reynolds' group resumes in approx week 5 of first half term. Alternative location to be sourced at this time.) allocated for use should anyone display symptoms</li> <li>• 2m area at front of classroom for teacher input when possible</li> <li>• Reduce the amount of people you come into contact with and maintain social distancing (wherever possible) in line with current guidance. This will be done by:               <ul style="list-style-type: none"> <li>○ Grouping children together into 'class bubbles' for the majority of the day</li> <li>○ Avoiding contact between 'bubbles' wherever possible. Start and end of day, break times, lunchtimes and toilet time will be staggered</li> <li>○ Year group maths teaching, phonics teaching and intervention groups will be small, consistent groups and always with children and adults from the same phase</li> <li>○ All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. However, it is recognised that this is not always possible, particularly with younger children.</li> <li>○ Arranging classrooms with forward facing desks (two children are permitted to share a desk)</li> <li>○ Staff maintaining distance from pupils and other staff as much as possible – ideally 2</li> </ul> </li> </ul>	Low

metres, whilst recognising that this is not always possible

- Timetable organised to reduce number of people on site during busy times – staggered start/end times
- Use of toilets and handwashing timetabled to reduce movement around school
- If a child requires the toilet outside of their allotted time, an adult will accompany them to check toilets are safe to use (i.e. are not already occupied)
- Hands cleaned more often than usual - hands washed thoroughly for 20 seconds with running water and soap and dried thoroughly. Alcohol hand sanitiser available in every classroom
- Hand to be washed/sanitised on entering school, before and after break times, before and after eating, before going home, after coughing/sneezing and at any other time when the 'bubble' is left
- Children to be reminded to refrain from touching face or licking fingers
- Correct hand-washing regularly reinforced with children – social story / videos
- Signs displayed in toilets and sink areas to remind of good hand washing technique
- Good respiratory hygiene regularly reinforced with children - promote the 'catch it, bin it, kill it' approach. Signs displayed around school as reminder
- Frequently touched surfaces such as tables, door handles etc to be cleaned more often using standard products. Each classroom to have own supply
- Toilet touch points to be wiped after break and lunchtime uses
- Break times staggered and outside zones allocated for each bubble
- Fire safety arrangements reviewed, including emergency evacuation routes to maintain social distancing
- Fire procedure – revised areas for gathering to enable social distancing:

**EYFS classrooms** – line up on field

Grinshill – leave via demountable front door.

Stiperstones – leave via fire door.

**KS1 classrooms** – line up on KS1 playground

All classes leave via fire doors

**LKS2 demountables (if in use)** – leave via fire doors

Line up on far (football) playground

**Callow and UKS2 classrooms** – line up on KS2 playground

All leave via fire doors

- Ensure active engagement is made with the NHS Test and Trace process.
- [book a test](#) if they or their child are displaying symptoms. 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

			<p>home testing kit</p> <ul style="list-style-type: none"> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace <u>self-isolate</u> if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> <li>• Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <u>testing and tracing for coronavirus</u> website, or ordered by telephone via NHS 119 for those without access to the internet.</li> <li>• School has a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.</li> </ul> <p><a href="https://www.shropshire.gov.uk/local_outbreak_plan">https://www.shropshire.gov.uk/local_outbreak_plan</a></p>	
2	<b>Maintaining Social Distancing at School</b>	<p>Staff including cleaning and catering staff, pupils, visitors, including clinically vulnerable and clinically extremely vulnerable, contractors</p> <p>Contract Covid 19</p>	<ul style="list-style-type: none"> <li>• Minimise contacts and mixing between people by reducing the number of contacts between children and staff</li> <li>• Organise groups of children in ' class bubbles', as described in <u>How to group children</u> and maintain distance between individuals or groups where possible and in line with the current guidance</li> <li>• Mixing of wider groups will be organised to ensure full delivery of the curriculum and interventions, but will be organised within phases.</li> <li>• Wraparound care but not afterschool clubs will run. Children in wrap around care will be classed as another 'bubble' – records will be maintained should they be required for Track and Trace purposes.</li> <li>• Staff who need to move between classes and year groups, practise social distancing as much as possible, although this may not always be practical</li> <li>• Seat pupils side by side and facing forwards. Follow current guidance for <u>Measures within the classroom</u></li> <li>• If an adult needs to be closer to a child to support with reading/work or to offer comfort, safe procedures are adopted e.g. sit alongside, rather than opposite, don't use the child's equipment, reduce time spent with individuals / groups to less than 15 minutes</li> </ul>	Low

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|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• timetable: <ul style="list-style-type: none"> <li>○ classroom activities to <a href="#">cover the full curriculum</a></li> <li>○ lessons to use outdoor space if possible</li> <li>○ movement around the school or building to be minimised</li> <li>○ worship to be held in class groups – no large gatherings in the hall – <a href="#">and via Microsoft Teams</a></li> <li>○ break times staggered (including lunch), so that all children are not moving around the school at the same time</li> <li>○ drop-off and collection times staggered</li> </ul> </li> <li>• <b>Music</b> – music curriculum to be altered in the autumn term to minimise the additional risk of infection in environments which involve singing, chanting, playing wind/brass instruments or shouting. Teaching should use technology or cover the music appreciation areas of the curriculum</li> <li>• Individual lessons in music, dance and drama can resume. Social distancing should be maintained wherever possible; avoid sharing instruments</li> <li>• If music is to be sung / shared, play outside where possible</li> <li>• Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</li> <li>• Avoid sharing instruments</li> <li>• Wash hands before and after handling instruments</li> <li>• Clean instruments before and after use</li> <li>• Ensure good ventilation</li> </ul> <p><b>Physical activity in schools –</b></p> <ul style="list-style-type: none"> <li>• Keep pupils in consistent 'bubbles'</li> <li>• Sports equipment thoroughly cleaned between use by different 'bubbles'</li> <li>• Avoid contact sports</li> <li>• Prioritise outdoor sports</li> <li>• Where large indoor spaces are used, maximise distance between pupils and prioritise hygiene and cleaning</li> </ul> <p>EYFS/KS1 classes should:</p> <ul style="list-style-type: none"> <li>• consider which play equipment is used and how, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</li> <li>• toys system to be developed to enable children to continue to access them. Toys should be grouped according to category eg small world toys / animal toys. Each bubble has use of a small selection each day. At the end of the day, they are cleaned, and put away (boxes/laundry bags) enabling them to be available to a different bubble for another time.</li> <li>• remove soft furnishing/equipment etc that cannot be cleaned effectively after using</li> </ul> |  |
|--|--|--|--|--|

			<ul style="list-style-type: none"> <li>• reduce the amount of child-initiated learning to minimise the amount of time children will be tempted to interact closely</li> <li>• Reduce the amount of 'carpet time' as it is difficult to maintain 2 metres. When children are 'on the carpet', ensure they are spaced out as much as possible.</li> </ul>	
3	<p><b>Reduce mixing within education or childcare setting (including supply teachers, peripatetic teachers and / or other temporary staff who may move between schools) by:</b></p>	<p>Staff, pupils, parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable</p>	<ul style="list-style-type: none"> <li>• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual</li> <li>• Supply teachers, peripatetic teachers and other temporary staff, who move between schools, should ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>• access rooms directly from outside</li> </ul> <p><u>Morning system:</u></p> <ul style="list-style-type: none"> <li>• All parents and children to enter the school grounds through the main school gates</li> <li>• Children in Longmynd and Clun to enter classrooms through fire doors.</li> <li>• Children in Stiperstones, Grinshill, Wrekin, Ragleth and Nesscliffe to enter through KS1 gate then access classrooms through fire doors.</li> <li>• Children in Clee, Caradoc and Callow to enter KS2 playground via KS2 gate, then access classrooms via fire doors, Lawley through front door of demountable</li> <li>• Parents of children entering the site using the KS1 gate are to continue around to the KS2 playground then exit via KS2 gate, then the rear gate off the site</li> <li>• Parents of children using the KS2 gate, can enter the playground but not the school building</li> <li>• All parents to exit the site using the rear gate.</li> <li>• A member of staff will be located on both the KS1 and KS2 gate to ensure there is no congestion</li> <li>• An additional gate will be available from the KS2 playground to exit the site</li> <li>• stagger breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>• stagger lunch breaks - children and young people clean their hands beforehand and eat packed lunch in classrooms</li> <li>• Packed lunches brought in from home, to be kept under child's desk and only touched by them</li> <li>• Staff to stagger breaks between the bubbles to avoid staff room becoming overcrowded</li> <li>• toilets – main use to be timetabled. Children to be accompanied by an adult through</li> </ul>	Low

the day. The adult then checks the toilets to ensure they are not overcrowded.

**End of day system:**

- Clun and Longmynd parents to collect at the fire doors
- Grinshill, Stiperstones, Ragleth and Nesscliffe parents to enter via KS1 gate then collect children from fire doors
- Callow and Caradoc parents to enter through KS2 gate then wait outside classrooms for children to be sent to them
- Clee parents to enter through KS2 gate then wait on lower third of the playground for children to be sent to them
- Lawley parents to enter through KS2 gate then wait outside the demountable front door for children to be sent to them.
- KS2 children who have made arrangements with their parents to either walk home or meet them outside the school grounds will be permitted to do so

**Use outside space:**

- for exercise and breaks
- for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
- Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.

**Reduce the use of shared resources:**

- limit the amount resources that are taken home by both children and staff
- It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.
- Phonics books can be sent home. When returned, covers to be wiped down and kept for 72 hours before being allocated to another child.
- Older children to have a school reading book. Books can now be taken home. When they are returned to school, covers should be wiped down and if possible, kept for 72 hours before being allocated to another child.
- prevent the sharing of stationery and other equipment where possible. Children to be provided with their own daily resources. Any shared resources are cleaned after use
- children are not to bring in their own pencil cases from home
- Classroom based resources, such as books and games, can be used and shared within the 'bubble': these should be cleaned regularly along with all frequently touched surfaces.
- Resources that are shared between classes or 'bubbles', such as sports, art and

			<p>science equipment, should be cleaned frequently or rotated to allow them to be left unused or out of reach for a period of 48 hours (72 hours for plastics) between use by different 'bubbles'</p> <ul style="list-style-type: none"> <li>• Marking of books (using the whole class feedback system) can resume. Books should remain in their bubble wherever possible</li> <li>• Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> <li>• Marking by the teacher can be 'live', reducing the amount of times books are touched</li> <li>• Where possible, children can complete their own marking.</li> <li>• practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day</li> </ul>	
4	<b>Managing Customers, Contractors and visitors</b>	<p>Staff including clinically vulnerable and clinically extremely vulnerable, cleaning and catering staff, pupils, Visitors. Contractors parents, guardians,</p>	<p><b>Contractors</b></p> <ul style="list-style-type: none"> <li>• Visits via remote connection to be encouraged where this is an option.</li> <li>• Where site visits are required, site guidance on social distancing and hygiene to be explained to visitors on or before arrival.</li> <li>• Number of visitors at any one time to be limited.</li> <li>• Visitor times to be limited to a specific time window and access restricted to required visitors only.</li> <li>• Contractor visits revised to reduce interaction and overlap between people</li> <li>• Maintain a record of all visitors. (including contact details) to support the NHS Test and Trace process.</li> <li>• Visitor arrangements revised to ensure social distancing and hygiene. Signs displayed as reminders</li> <li>• Admin staff to 'sign in' on Ipad for visitors.</li> <li>• Ipad to be wiped regularly</li> <li>• No visitors or contractors during drop off and pick up times</li> </ul> <p><b>Customers and Visitors-</b></p> <ul style="list-style-type: none"> <li>• All parents and visitors encouraged to telephone / email school rather than present in person</li> <li>• Clear guidance on social distancing and hygiene provided to people on arrival - signage or visual aids clearly displayed and reminders by phone, when arrangements made</li> <li>• Use of 'conservatory' area to be discouraged – signs to show this</li> <li>• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</li> <li>• Volunteers may be used to support the work of the school, as would usually be the case.</li> </ul>	Low



5	<b>Workplace and furniture contamination</b>	Staff, including clinically vulnerable and clinically extremely vulnerable, cleaning and catering staff, pupils, visitors, contractors	<p><b>Hygiene: handwashing, sanitation facilities and toilets</b></p> <ul style="list-style-type: none"> <li>• Signs and posters to maintain personal hygiene standards displayed prominently around school.</li> <li>• Practice good handwashing technique – supervise younger children</li> <li>• Adults and children will: <ul style="list-style-type: none"> <li>○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly.</li> <li>○ clean their hands on arrival at the setting, before and after eating, after sneezing or coughing, when coming in from outside/before re-entering the classroom</li> <li>○ be 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>• Sufficient handwashing facilities are available and use is timetabled.</li> <li>• Hand sanitiser available in classrooms and other environments</li> <li>• Enhanced cleaning for busy areas – high touch items, toilets.</li> <li>• Waste to be bagged up and double-bagged at the end of the day</li> <li>• Paper towels available as an alternative to hand dryers in handwashing facilities.</li> <li>• Surfaces that staff and children are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, are cleaned in line with handwashing</li> <li>• help and/or supervision is available for children and young people who have trouble cleaning their hands independently</li> <li>• when possible, open classroom doors and windows to improve ventilation</li> <li>• Doors propped open, where safe and conducive to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>• 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</li> </ul>	Low
6	<b>Use of Personal protective equipment (PPE) and face coverings in School settings against COVID -19</b>	Staff including clinically vulnerable and clinically extremely vulnerable, cleaning and catering staff, pupils, Visitors, contractors	<ul style="list-style-type: none"> <li>• Children and staff may arrive at school wearing a face covering especially if they have arrived via public transport.</li> <li>• Masks should be removed by the person wearing them (where possible) when pupils and staff arrive at school. <ul style="list-style-type: none"> <li>○ Instruct pupils / staff not to touch the front of their face covering during use or removal</li> <li>○ Dispose of temporary face coverings in a covered (lidded) bin, or place reusable coverings in a plastic bag to be taken home</li> <li>○ Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</li> <li>○ Wash hands</li> </ul> </li> <li>• <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-</a></li> </ul>	Low

[outbreak/guidance-for-full-opening-schools](#)

- Wearing a face covering or face mask in schools or other education settings is not recommended.
- [In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.](#)
- Staff, children and learners are not required to wear face coverings though will not be prevented from doing so if it is their choice
- Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn 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.
- **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:
  - children 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 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 is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn
  - [Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves \(in which case, they should arrange a test\) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.](#)
  - [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 bleach after they have left to reduce the risk of passing the infection on to other people. See the \[COVID-19: cleaning of non-healthcare settings guidance\]\(#\).](#)
- Each classroom has their own supply of PPE equipment
- Separate room allocated for anyone showing Covid symptoms. To be used until parent

			can collect and will be deep cleaned after use	
7	<b>Catering facilities</b>		<ul style="list-style-type: none"> <li>Shires to provide packed lunch daily – usual free school meals to apply. <a href="#">Provision of hot meals will be reviewed in the first half term and will be introduced gradually to ensure safe distancing and hall cleaning time is possible</a></li> <li>Lunches to be taken to classrooms to reduce movement around school and maintain the safety of the bubbles.</li> </ul>	Low
8	<b>First Aid</b>		<ul style="list-style-type: none"> <li>First aiders given additional support and training in use of additional PPE if close contact is required.</li> <li>First Aid bags available in each 'bubble' containing any medication necessary for the children within the classroom</li> <li>Each 'bubble' to have their own qualified first aider or have one allocated to them to reduce number of adults in each bubble</li> </ul>	Low
9	<b>Accidents\ incidents</b>		<ul style="list-style-type: none"> <li>Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority to continue</li> <li>Report COVID-19 cases to Health &amp; Safety Team. (RIDDOR 2013 requirements for HSE reporting)</li> <li>High risk activities minimised and thoroughly risk assessed to reduce potential for accidents and the need for staff to assist children\students</li> </ul>	Low
10	<b>Emotional distress of the staff - including anxiety</b>  <b>Emotional distress of the pupils</b>		<ul style="list-style-type: none"> <li>SLT members of staff available in each area of school for staff to share concerns with</li> <li>Staff included with the decision making, risk assessments.</li> <li><a href="#">PPA to resume as normal</a></li> <li>Pupils to be supported by staff, having wellbeing as a priority</li> <li>SEN pupils - assessments reviewed to ensure further assistance is implemented where necessary</li> <li>Familiar TAs allocated to bubble of EHCP children</li> </ul>	Low

11	<b>Transport arrangements</b>	All	<b>Staff, parents and children:</b> <ul style="list-style-type: none"> <li>Parents and children encouraged to walk or cycle where possible to reduce vehicle congestion</li> </ul>	Low
12	<b>Use of Car park</b>	All	<ul style="list-style-type: none"> <li>Car park to be used by staff only</li> <li>Staff to observe social distancing when using car park</li> </ul>	Low

**D. Safe Systems of Work to be outlined below by using the information in Section C once completed:**

- 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 shielded and clinically vulnerable children and young people see [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.
- Or clinically vulnerable adults see [Staying at home and away from others \(social distancing\) guidance](#)
- Continue monitoring and review risk assessments and other health and safety advice for children, young people and staff in light of 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 See Appendix A for Premise checklist.
- 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. No higher risk activities e.g. work at height to be undertaken unless necessary.

**Communication to all parties is essential:**

- tell children, 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
- 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)
- 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

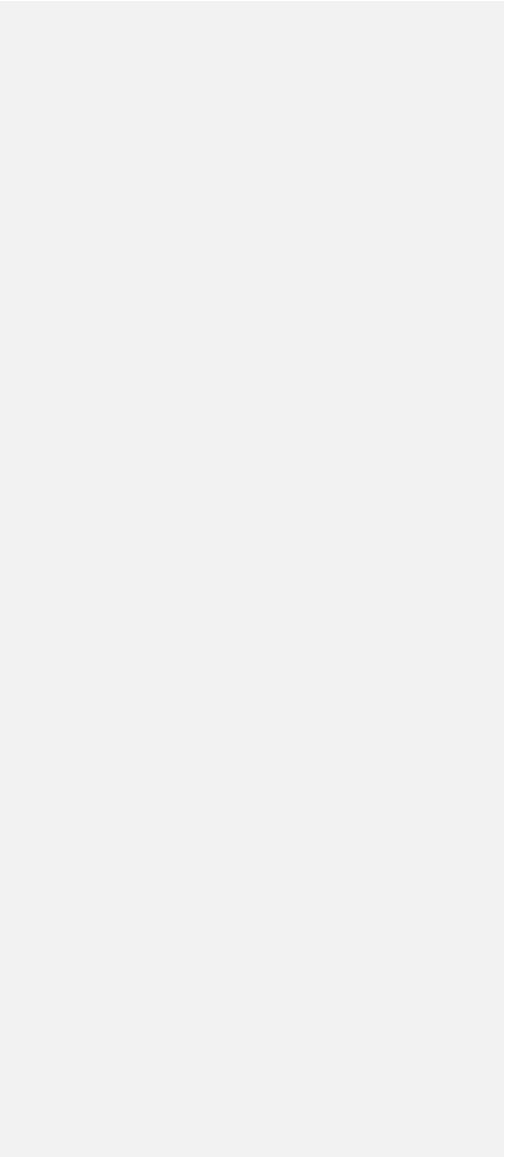
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**E. Circulation List**

Please list people who have been informed of the assessment.

NAME	DESIGNATION	SIGNATURE	DATE



Appendix A

The following checklist has been prepared to guide premise managers. 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 premise management.

Building / Infrastructure / Systems	Action	Checked	Comments / Defects / Damage
<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>	Visual checks carried out daily by site manager	The trees are also checked annually by Shropshire Council arboriculture team and action taken following receipt of reports.
<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>	Visual checks carried out daily by site manager	The school was partially re-roofed in January 2019.
<b>Interior:</b> <ul style="list-style-type: none"> <li>Ceilings</li> <li>Walls</li> <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 defects or damage likely to affect building users</li> <li>Fire Doors checked for fit and opening</li> <li>No slip or trip hazards</li> </ul>	Visual checks carried out daily by Site Manager and other staff working in the building	All doors are checked fully daily, to ensure safe opening and closing.
<b>Infrastructure:</b> <ul style="list-style-type: none"> <li>Gas (turned on, no leaks)</li> </ul>	<ul style="list-style-type: none"> <li>Gas supply confirmed; no smell of</li> </ul>	Daily checks	Gas supply and appliances are tested by a professional contractor under the PSG

<ul style="list-style-type: none"> <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> </ul>	<p>gas on entering building / room</p> <ul style="list-style-type: none"> <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> </ul>	<p>carried out by staff working in specific areas</p>	<p>agreement. The kitchen staff and site manager also check daily and any issues dealt with immediately.</p> <p>The site manager checks for damaged sockets and that none are overloaded. All staff are aware of the importance of not overloading sockets and also the need to report any damaged sockets and ensure they are not used until repaired.</p> <p>The water system within the school is checked monthly, as part of Shropshire Council Corporate responsibility.</p> <p>The boiler is serviced regularly as part of our agreement with PSG.</p> <p>All ventilation within the school is serviced under our agreement with PSG.</p> <p>The catering staff have attended the school kitchen prior to reopening to ensure all equipment is fully working.</p> <p>The shower is run for five minutes on a weekly basis to ensure there is no build up of germs that could cause legionella.</p>
<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> <li>Security</li> <li>Communications - telephony</li> <li>IT – WiFi</li> <li>Pressure systems</li> </ul>	<ul style="list-style-type: none"> <li>All detectors, call points and detectors operational; weekly testing performed</li> <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>Checked as per regulations by Site Manager.</p> <p>School Office and Teaching staff</p>	<p>The emergency lighting and fire detection system has continued to be tested as per the regulations even with the school closed. The servicing of these is arranged as part of the school agreement with PSG.</p> <p>The school has an contractual agreement with Security Wise to provide servicing and maintenance support for all security systems.</p> <p>The staff have been working within the school, using both the WiFi and telephony systems</p>



<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> </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>School Office and teaching staff</p>	<p>The staff have been working within the school, so all equipment has been in use.</p> <p>The interactive whiteboard will only be used by the teacher working with each bubble.</p>
<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>Site Manager</p>	<p>The school purchases the services of PSG who oversee all maintenance, testing and servicing and this has been carried out throughout the partial closure.</p>