

## School Risk Assessment Checklist

*To be used to inform a school based risk assessment*

Schools may wish to consider the following issues and suggest as a result any support which may be helpful from the LA.

**Red:** *High risk* (significant impact on the school's ability to function safely/make required or appropriate provision)

**Amber:** *Medium risk* (some challenges but able to sufficiently reduce risks to safely/take action)

**Green:** *Low risk* (Systems/processes are in place or can readily be implemented to significantly reduce any risk)

### Scenario planning:

This document should be used in conjunction with DfE guidance (Links below). It is a requirement of return that schools complete a suitable risk assessment.

Action for education and child care settings

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Guidance for schools

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

### **Please note:**

- *Schools should open where they can adhere to the published guidance, have agreed this with governors and have notified the appropriate body (Trust, LA, Diocese etc).*
- *Staff should ensure they follow guidance in relation to staff who are shielding*
- *Transition will need to be prioritised to support pupils moving between phases.*
- *Where there are insufficient staff to meet health and safety requirements, schools will be supported with decisions over closure if all options have been considered and exhausted.*

**Prior to opening September 2020 v1**

Staff considerations				
Assessment Area	RAG	Action taken	Action to be taken	LA support / project needed?
Staff who are medically extremely vulnerable have been advised to rigorously follow shielding measures and to stay at home.	Yellow	Extremely vulnerable staff identified TA to support in Yr6 CT risk assessment and discussion 10.7.20	Individual risk assessment to be completed for CT to be completed 3.9.20	
Staff who are clinically vulnerable are supported to work at home where possible and where this is not possible are offered the safest possible on-site roles, 2 metres apart from other people.	Green			
Risk assessments have been carefully completed for any clinically vulnerable staff who choose to take on roles that don't allow for safe distancing. Whether this risk is acceptable has been discussed with them.	Yellow	CT risk assessment and discussion 10.7.20	Individual risk assessment to be completed for CT, discussion with CT	
Staff living with a medically extremely vulnerable person (someone who is shielding) have been advised to only attend the setting if stringent social distancing can be adhered to.	Green			
Determined staffing thresholds for opening/ remaining open have been agreed with Trustees: enabling small pupil groups (15 max.); maintaining consistent staff with each group in EYs and primary; limiting changes in staff for each pupil group in secondary schools; and adhering to Early Years staffing ratios.	Green	Pods to be established as phases but mainly taught in discreet year groups		
Staff absence procedures include: a member of staff should not attend work if they or someone living in the same household has any Coronavirus symptoms.	Green		INSET share again absence procedures and importance of self isolating and testing if display symptoms	
The school is able to draw on appropriately qualified staff within the Trust should a key person be absent. E.g. SENCo, DSL, Finance	Green			

Manager				
The school has sufficient staff with a paediatric first aid certificate to attend the setting.			Updated training required	
Contingency plans are in place should a member of staff be taken ill e.g. staff cover.			INSET – revisit protocol	
The school has assessed the impact of the crisis on individual staff and can support them signpost them to support e.g bereavement, anxiety.		Training and resources shared	Ongoing support and sharing of relevant information	
The school has the processes and means to support staff well-being and manage anxieties on reopening.		Family support worker can signpost services		
Consideration given as to when and how the school will allow external visitors and a new protocol has been developed and shared with all staff to follow		Visitors able to attend via appointment, procedures shared, working spaces identified	INSET – visitor protocol to be shared	
Staff absence is being tracked to determine COVID related absence and other absences		SBM to monitor and ensure all procedures followed		
<b>Assessment Area</b>				
The school is aware of those pupils who are clinically extremely vulnerable. They are not expected to return to school and can be supported to learn at home.		Family support worker to work with families	Home learning to be provided	
The school has communicated with parents of shielded and clinically vulnerable pupils to continue to follow medical advice re. the vulnerable child or their siblings attending school.		Government guidelines shared, any concerns discussed with parents	Attendance to be monitored, support provided as required	
Awareness of the impact of the crisis on individual pupils / families and support provided		Family support worker	Support to be provided when identified	
The school has communicated with parents re. supporting their child's readiness to return to school.		Information shared	Information to be reissued prior to start of new term	
The reintegration of pupils with EHCPs has been thought through and planned for individuals.		SENCO completed risk assessments for all pupils with EHCPs and shared with staff	SENCO to review individual risk assessments and amend as required. Any amended risk assessments to be	

		1:1 sessions for parents SENCO and CT to support transition	shared with staff.	
PPE needs have been assessed according to the guidance, plans made and stocks ordered where this is required. Guidance shows that for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.		Intimate care policy amended to include the wearing of disposable aprons when providing intimate care All classes issues with emergency PPE pack	Monitor stocks of PPE and reorder as required to maintain appropriate levels	
Pupils have been organised into consistent groups and will be kept separated from others.		Class structure established Phase pods to support intervention teaching, break and lunch time staffing. [ where possible classes kept discreet]		
Plans are in place to supplement learning for secondary pupils with face to face support.		N/A		
Arrangements have been made for pupils in prioritised groups who need continued shielding.			Structured home learning programme utilising, Oak Academy, Sum Dog and TT rock stars	
Drop off/ pick up protocols, minimising adult contact, have been written, including: only 1 parent to attend the site; drop off/ pick up times; distancing measures; gathering at gates and doors is not allowed; attending the site by pre-arranged appointment only.		Soft start and one way system to be introduced. Parents hand children to staff at external class doors	Video to be shared to demonstrate new one way system Monitor new procedures and adapt as/if required	
Decisions have been made about allowing lettings, including before or after school care provision, ensuring safety, social distancing and cleaning.		BASC not to open – initially. Small numbers, space would need to be cleaned before and after use as also used during the school day as teaching space	Review opening of BASC as/if conditions change	
<b>Assessment Area</b>				
Safe entrances/ exits for staff and pupils are		Soft start and one way system to be	Video to be shared to demonstrate	

determined e.g. staggered times/ one or multiple entrance or exit points.		introduced. Parents hand children to staff at external class doors  Soft start to support parents with multiple children attending	new one way system Monitor new procedures and adapt as/if required	
Entry and exit arrangements have been communicated/ marked out <b>with clear signage</b> and will be supervised.		One way system agreed	Signage and barriers to be installed to demarcate one way system	
The maximum number of pupils to be physically in the building at any time has been determined, to enable social distancing.		Full school reopening as per guidance		
Rooms designated for use have been determined, will be used as consistently as possible by each group, with appropriate cleaning in between use should the group change.		Classes allocated Intervention spaces agreed Staff room relocated to temporary classroom	Cleaning expectations to be shared INSET	
All unnecessary furniture/ items have been removed from those rooms to be used and stored elsewhere if possible.			Unnecessary items to be safely stored	
Furniture is appropriately set-up to enable pupils to be socially distanced as much as possible and to be 2 meters apart in secondary schools.		Tables to be moved to support children sitting in front facing rows where appropriate		
Arrangements are in place reduce movement around the building.		One way system		
Further alterations made to timetables that minimise mixing and contact e.g. assembly arrangements, breaktimes.		Break times timetabled with gap between to support social distancing Areas allocated		
Reduced capacity is stipulated for shared spaces (including the staff room). Groups will not mix in these areas and adequate cleaning in between groups' using them is ensured.		Staff room relocated to temporary classroom		
Arrangements are in place help limit the number of children using the toilets at any one time.		Staff to monitor, Each class has their own allocated toilets		
Resources designated for use have been determined, will be used as consistently as		Frequently used resources to be allocated to individuals.		

possible by a group, with appropriate cleaning in between use should the group change.		Shared resources to be cleaned after use Musical instrument use to be timetabled so at least 24hrs between each class using		
All soft furnishings, soft toys and toys or equipment that cannot be easily cleaned have been removed.		Unnecessary items removed		
Shared resources taken home and the exchange of these between pupils will be limited/ removed. E.g. reading books, library books.		Frequently used resources to be allocated to individuals. Shared resources to be cleaned after use	System for returning reading books to be established so that there is time before being reintroduced into available stock.	
Outdoor spaces will be maximised, as recommended. These areas have been risk-assessed and planned to enable groups to be separated and safe practices adhered to.		Break times timetabled with gap between to support social distancing Areas allocated		
The use of outdoor equipment will be avoided unless it can be cleaned between groups and not used by groups simultaneously.			System for returning PE to be established so that there is time for cleaning and time before being reused.	
Dining arrangements ensure children remain in their groups, groups are separated and appropriate hygiene arrangements e.g. staggered timings/ hand cleaning/ cleaning between sittings etc.		Time table for staggered lunches – pods to eat together- additional cleaning between sittings		
Where appropriate separation and cleaning cannot be ensured, arrangements have been made for food to be taken to pupils in their classrooms.		N/A		
The school is encouraging walking/ cycling.		Information shared with parents		
<b>Assessment Area</b>				
There are sufficient hand cleaning stations around the site and sufficient stocks of soap/ hand sanitiser.		Additional hand sanitizer stations installed	Monitor stocks and reorder as required	

There are sufficient cleaning staff available, ensuring cleaning between sessions/ change overs of pupil groups/ deep cleans as required.			Cleaning staff are also employed as lunch staff – monitor impact of additional cleaning	
Additional cleaning requirements have been assessed and additional hours allocated accordingly.			Expectation for staff to complete cleaning of frequently touched surfaces and handles to be shared - INSET	
Cleaning protocols and expectations are revised (e.g. revised frequency and to include frequently touched surfaces, furniture, equipment and resources).				
Arrangements have been made for bins containing tissues to be emptied throughout the day.		Additional mid day cleaning introduced		
Avoid the use of cloths for washing or drying e.g. use paper towels.		Paper towels used across the school	Monitor stocks and reorder as required	
Stocks of cleaning and hygiene materials and PPE (where required) have been ordered and delivered prior to opening (including additional stocks of tissues and paper towels if needed).		Resources available		
Relevant staff know procedures for re-ordering and the thresholds for re-ordering.		Procedures in place		
Site agent or other named person is responsible for monitoring and reporting stock levels of cleaning and hygiene materials.		Procedures in place		
<b>Assessment Area</b>				
Relevant changes have been made to usual safety procedures and risk assessments and communicated to all staff e.g. evacuation procedures, named people within policies.		Fire wardens allocated according to new class arrangement All staff have completed fire warden refresher	INSET – updated evacuation policy to be shared	
There are written procedures (including named responsible people), should a case of COVID19		In place		

be suspected or confirmed.				
Plans detail when a school might need to be closed/ can remain open in part e.g. if a deep clean is needed.		Clear expectations in place as per guidance		
PPE needs have been assessed in line with the guidance, any required PPE obtained and there is a plan for maintaining this.		Stocks in place and pack available in each class	Monitor stocks and reorder as required	
Health & Safety compliance checks have been undertaken, particularly in light of furniture removal and storage to support social distancing		Ongoing		
Usual planned maintenance and H&S checks have been prioritised and scheduled accordingly e.g. PAT tests, boiler servicing.		Ongoing		
<b>Assessment Area</b>				
Regular Communication with staff re. plans and this risk assessment e.g. keeping groups within the one room as far as possible, not mixing groups, cleaning protocols, limiting numbers of pupils using toilets at one time, use of resources/ equipment etc.			Share plan for September once agreed and confirmed by DSAMAT INSET revisit plans, expectations, procedures and protocols Staff regularly reminded to share any concerns or suggestions	
Remind staff, parents and pupils of the hand cleaning advice and to clean hands frequently throughout the day.		Reminder posters displayed	Lessons to be taught and staff monitor	
The risk assessment, plans and protocols have been discussed with staff and any training needs identified.			Share plan for September once agreed and confirmed by DSAMAT INSET revisit plans, expectations, procedures and protocols Staff regularly reminded to share any concerns or suggestions	
Ensure all staff are aware of the guidance and the school's procedures re. 'What Happens if Someone Becomes Unwell at an Education or Childcare Setting'?			INSET revisit plans, expectations, procedures and protocols Staff regularly reminded to share any concerns or suggestions	



The school has instructed parents not to enter the setting, or to send their child into the setting, if they or a member of their household is displaying Coronavirus symptoms.		Information regularly shared		
Protocols for attending the site, drop off, pick up and not gathering at gates or doors have been communicated to staff and parents. <b>Consider reminder notices for parents and visitors to be displayed in suitable areas</b>		Soft start and one way system to be introduced. Parents hand children to staff at external class doors Reminders displayed	Video to be shared to demonstrate new one way system Monitor new procedures and adapt as/if required	
Communications to staff and to parents about procedures should they, or a member of their household, have Coronavirus symptoms.		Information regularly shared		
<b>Parents and staff made aware of the new protocols for communicating with class teachers and the school office.</b>		Information regularly shared	Ensure all new parents are registered with clasdojo and have working email	
Communications with parents of vulnerable children needing PPE about the arrangements in place.		SENCO completed risk assessments for all pupils with EHCPs and shared with staff 1:1 sessions for parents SENCO and CT to support transition	SENCO to review individual risk assessments and amend as required. Any amended risk assessments to be shared with staff.	
Communication with any contractors needed to support the school's plans. E.g. cleaners, caterers.		N/A		
Communication with the transport providers/ LA re. transport arrangements and plans conveyed to parents.		N/A		
Provide parents with the guidance on safe travel.		Regularly shared		
Communication with lettings or before and after school providers about plans and arrangements.		N/A		
<b>Communication with staff within different pods or with the admin team, SLT as required</b>		Regular communication via, email, video conferencing Class phones		

<b>Assessment Area</b>				
Arrangements for those staff in the extremely vulnerable group and unable to attend work.		N/A		
Clear and regular communication links with those staff shielding/ <b>not able to attend</b> the setting.		N/A		
Maintaining sufficient staff to deploy in the school, enabling social distancing for staff and pupils.		All staff to be deployed on site		
Ensure the same teacher/ other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising some rotation of specialist secondary staff.		Staff allocated to each pod Staff working across pods to maintain social distancing where possible		
Staff have been informed about H&S guidance and updates to policy e.g. arrangements to manage first aid or if you/ another adult/ a child becomes ill.		Regularly shared	INSET revisit plans, expectations, procedures and protocols	
Staff are aware of PPE guidance and any need for PPE.		Regularly shared Intimate care policy amended to include wearing of disposable apron	INSET revisit plans, expectations, procedures and protocols	
Staff workload, providing for pupils learning in school and at home has been taken into account.			Structured home learning programme utilising, Oak Academy, Sum Dog and TT rock stars	
Staff are aware of, and supported in the use of, the bereavement policy/ support available and how to access this for themselves, pupils or families.		Policy shared Family support worker		
Recruitment processes have been determined, continuing to enable safer recruitment.				
Staff induction processes are updated re. new policy/ procedures alongside required checks.		No new employees to start in September		
Extend or revisit any staff contracts or processes impacted by the current situation, communicating any changes to staff e.g. timescales.		N/A		
<b>Pupils</b>				

Assessment Area				
Pupils know where the hand cleaning stations are and to use them frequently.		Regular reminders and timetabled across the day to ensure good had hygiene		
Where possible keep pupils 2m apart. Brief transitory contact is low risk e.g. passing in corridors.		Contact to be minimised and pods not to cross each other due to timetabling of breaks and spaces allocated		
Ensure that pupils are in the same small groups at all times each day and that groups are not mixed during the day, or on subsequent days.		Phase pods with discreet class teaching		
Pupils know they must stay in the same groups and not mix beyond their own group.		Regular reminders		
Groups of pupils are based in the same classroom each day and this is cleaned thoroughly before and after any other groups use it.		Class and outside spaces allocated and timetabled		
As far as possible, pupils sit in the same place, at the same tables/ desks.			Staff to allocate seating to children when age appropriate	
Pupils know the protocols for using toilet areas.		No changes required to current procedures		
Engage parents/ children in resources such as E-Bug and PHE school resources.		Regularly shared and lessons taught in school		
Educate pupils in cleaning hands, 'catch-it, bin-it', and safe distancing.		Regularly shared and lessons taught in school Posters- age appropriate, to remind and reinforce		
Bins for tissues are emptied throughout the day.		Additional mid day clean introduced All bins have lids to reduce transmission		
Help is available for those pupils who cannot clean their hands independently.		Staff to monitor and provide support as required Hand wipes to be available for children with sensory issues.		
Support for those children who cannot easily understand or remember safety and hygiene measures e.g. social stories, symbols, braille etc.		Staff to monitor and provide support as required Hand wipes to be available for children with sensory issues.		

Staff seek to prevent the sharing of stationary and other equipment where possible.		Stationary to be provided for individual use		
Shared materials and surfaces are cleaned more frequently.			Expectation for staff to complete cleaning of frequently touched surfaces and handles to be shared - INSET	
Appropriate support for pupils who may have difficulty settling back into school.		Family support worker SENDCO		
Emotional support for pupils who may not be able to return to school yet e.g. health reasons/ in non-returning year groups.		Family support worker SENDCO		
Managing anxiety e.g. support re. school refusers/ managing elective home education requests or other attendance issues.		Family support worker SENDCO		
A revised curriculum and planned additional provision for pupils' SEMH on return to school and for those not returning.		Training provided to support	Monitor impact of revised curriculum	
Timetables and curriculum adapted to include more socially distant activities where needed.		Planned as appropriate		
Plans and activities to help pupils to socially distance and further plans to support SEND pupils to understand this.		SENDCO arranged 1:1 meetings for parents and CT to support transition	Individual risk assessments to be updated as/if required	
Those activities that it would not be possible to do have been identified with a rationale as to why not.				
Guidance and arrangements in respect of pupils needing 1:1 or physical handling, communicated clearly to staff, parents and pupils.		SENDCO arranged 1:1 meetings for parents and CT to support transition	Individual risk assessments to be updated as/if required	
Trained staff, communication processes and resources to provide bereavement support. The availability of which is communicated to parents.		Policy shared Training completed Family support worker		
SEND Reviews/ actions outstanding for pupils with SEND have been rescheduled appropriately.		Ongoing Video conferencing utilised when appropriate		
Arrangements made in respect of any specialist		Visitors able to attend via	INSET – visitor protocol to be shared	

provision on site and communicated to all relevant people.		appointment, procedures shared, working spaces identified		
<b>Transition</b>				
Intentions/ initial plans for transition have been communicated to parents.		Ongoing Classdojo utilised		
Planning pupil groups on return/ for September with contingencies for continued social distancing.		Plan in place		
Shared approach across cluster schools to reduce anxiety and ensure smooth transitions to new settings for pupils.			No discussions with local schools-	
Creativity in enabling transition activities to support pupils in preparation for September.		Ongoing Classdojo utilised	Transition arrangements amended for Early yeras	
Transfer/ receiving of meaningful information to receiving setting/ teacher.		Information shared as/when appropriate to ensure GDPR Staff held transition meetings with receiving secondary schools		
Careers guidance/ work experience arrangements.		N/A		
Liaison and arrangements for year pupils in exam year groups.		N/A		
Liaison and arrangements for pupils due to leave school.		Information shared as/when appropriate to ensure GDPR Staff held transition meetings with receiving secondary schools LAC pupils and pupils transferring to special schools attended new setting to support transition.		
<b>Safeguarding</b>				
Any additional risk assessments required to safeguard vulnerable pupils are in place. Will any of these pupils be prioritised for a return?		All safeguarding policies followed addendum updated and shared SENCO reviewed EHCP risk assessments and updated as/if required		
Any necessary changes or addendums have		Addendum kept under review and		

been made to the safeguarding Policy, which has been reviewed for further changes.		shared with staff if amended		
Governors aware of the interim safeguarding guidance and how this has been included in their policy.		Shared with Governors as/if required		
Ensuring a DSL is available to the school, in person, by phone or virtually in all staffing scenarios, and that staff are aware of these arrangements.		Team of 4 – 1 always on site Regular meetings to share information	Exploring introduction of CPOMS to support practice and sharing of information in an effective and time efficient way (free trial until the end of September to evaluate)	
Are all staff aware of LA arrangements for contacting the LADO, MASH, social workers.		Regularly shared		
Where staff have been deployed/ appointed, they are aware of the safeguarding processes and codes of conduct they should adhere to.		Regularly shared		
Safer recruitment processes being adhered to.		Ongoing if required		
The SCR is up-to-date and monitored with changes to staffing/ volunteers in the school.		Regular monitoring by DSAMAT as part of ongoing systems		
Informing relevant staff of any 'need to know' information for pupils.		As required Ongoing		
Preparation for a possible increase in disclosures/ concerns on return.		Training attended Release time allocated for class based DSL & DDSL		
Recording and reporting of incidents during the closure. Any further reporting/ following-up needed?		Procedures in place Regular communication maintained and recorded		
Communication with vulnerable families during the closure and on return.		Procedures in place Regular communication maintained and recorded Family support worker regularly shares any relevant information to support parents		
The e-safety/ online safety policy covers all safeguarding risks for pupils accessing learning at home.		DSL regularly reviews		
Families' access to support during school			Complete on return	

closure has been evaluated e.g. food parcels, pastoral support.				
Families will need on-going engagement/ communication whilst returning to normality have been identified.		Family support worker		
Safeguarding lessons learnt during this crisis?		Training completed Concern re low number of concerns raised – staff training to support all when return		
Governors' understanding of the ways that the crisis has impacted on staff/ pupils/ the school and their ability to support the school during a transition to normality.		Ongoing communication		
<b>Both Trustees and Governors are involved in the discussion and planning for reopening.</b>		Planning meeting arranged for 13.7.20		
Governors know how they will support Leaders during phases of reopening and how they will assure themselves of the safety of staff and pupils. What will the determining factors be for the decisions they will need to make?				
Leaders have evaluated what it is feasible for the school to do and how will this be communicated to reassure parents/ other stakeholders/ LA or Trust authorities.		Plan designed which is manageable and appropriate to the school and community		
Planned reviews to evaluate what is happening on a regular basis.		Monthly review of plan		
Aspects of governance/ meetings/ reporting that can be put aside to fully enable and support leaders to manage the immediate situation have been identified.				
Governors/ leaders have determined how they will communicate the intended plan for re-opening the school.				

<b>Financial/ business/ resourcing</b>				
Catering contracts and facilities as pupils begin to return.		Hot lunches to be provided from September 4 lunch sittings timetabled to support social distancing		
Any financial loss to the school/ ability to claim back losses from the government is known.		No areas identified		
Sufficient cleaning materials.		Ongoing		
PPE available if appropriate.		Packs available for each class	Weekly monitoring of PPE – reorder as required	
Learning materials/ resources in stock ready for pupils on return.		Orders placed to ensure sufficient resources available		