

**Coronavirus (COVID-19): Risk Assessment Action Plan for potential opening from 1st June 2020
Herefordshire Council**

<Westfield School>

Assessment conducted by: Nicki Gilbert	Job title: Head Teacher	Covered by this assessment: Period 4.1.21-15.1.21
Date of assessment: 3.1.21	Date of next review: no later than 15.1.21	Reviewed and updated

The sole purpose of this risk assessment is to support school in preparing for face-to-face contact with pupils **following the increased transmission rate over the Christmas break while reducing the risk of coronavirus transmission.**

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.

Key:	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Add <additional information>
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls.
Completion Date:	The date by which required plans for controls will be in place. To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.

Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.
Highlighting code	Green- alteration to pro-forma
	Yellow school specific addition

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	M	<p>To ensure that all relevant guidance is followed and communicated:</p> <ul style="list-style-type: none"> The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review its risk assessment accordingly Regular communication sent to staff and parents. Information on the school website is updated. Parents updated via telephone calls/email. Any change in information to be shared with Chair of Governors and passed on to parents and staff by email <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p>	L	L	NG	03.01.21	
Poor communication with parents and other stakeholders	L	<ul style="list-style-type: none"> All staff/ parents aware of current actions and requirements and reminded frequently using school communication systems Risk assessment shared with all staff Parents notified of risk assessment plan and shared with parents via website. <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p>	L	L	NG and teachers	03.01.21	

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Lack of awareness of policies and procedures	M	<ul style="list-style-type: none"> • School leaders will ensure that all policies impacted on by coronavirus controls are updated • All staff, aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> - Health and Safety Policy - Infection Control Policy - First Aid Policy - Intimate care policy - Behaviour policy • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 - The Health Protection (Notification) Regulations 2010 - Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' - DfE and PHE (2020) 'COVID-19: guidance for educational settings' • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. • Staff are made aware of the school's infection control procedures in relation to coronavirus via letter/memo • Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus • Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of the 6 	L	L	School Business manager	03.01.2021	

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
		<p>January 2021. All are informed that they must tell a member of staff if they begin to feel unwell</p> <ul style="list-style-type: none"> Daily briefing with staff group in class base each day. <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>			<u>Class teacher</u>		
Increased risk of spread due to proposed introduction of mass asymptomatic Testing for staff and secondary aged pupils	H	<ul style="list-style-type: none"> Introduction of testing for students is delayed until further information and data available to justify increased risk Proposal to test staff on Friday each week, when very few students are in school Specific Risk assessment for asymptomatic mass testing has been completed and remains in place throughout this time 	<u>L/M</u>	<u>M</u>	<u>Nicki Gilbert</u>	<u>10.01.21</u>	
Poor hygiene practice in school - general	M	<ul style="list-style-type: none"> Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school) Pupils to wash their hands with soap before and after break times and lunchtimes for no less than 20 seconds Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> Cover coughs and sneezes with a tissue, To throw all tissues in a bin To avoid touching eyes, nose and mouth with unwashed hands. Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, classrooms and other key locations for staff, pupils and visitors 	<u>L</u>	<u>L</u>	<u>Supervising teacher</u>	<u>05.01.21</u>	

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		<ul style="list-style-type: none"> • Dining hall not used for lunches • Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance • Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas • Hand washing facilities are supervised by staff when pupils are washing their hands • Pupils and staff do not share cutlery, cups or food. Staff to bring in their own cups and utensils • All utensils are thoroughly cleaned before and after use • Cleaners are employed by the school to carry out additional cleaning. Door handles, doors and toilets are cleaned during the day after every visit to the toilet, and after every break • Class based stocks of cleaning equipment and PPE/ paper/hand towels are checked and refilled regularly after school by class based staff in preparation for the following day • Responsibility for the checking of cleaning stocks in subject specific rooms such as food tech is delegated to identified members of team <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p>					
Poor hygiene practice – specific – school entrance	L	<ul style="list-style-type: none"> • Clear signage in place regarding social distancing • Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors • Areas touched to be wiped down • Parents not permitted to enter the school building 	L	L	Admin assistant	04.01.21	

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		As a result, reception staff are protected.					
Poor hygiene practice – specific – office spaces	L	<ul style="list-style-type: none"> • Start and end times for administrative staff are staggered to support social distancing- each member has their own work space • Tissues/hand sanitiser to be available in office locations • Staff to wash hands on arrival at school • Each individual is responsible for wiping down their own work area before and after use. • Any equipment accessed by a different member of staff, eg telephone answered by a colleague, this will be thoroughly cleansed with an antibacterial wipe for the specified contact time <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p>	L	L	<u>Each staff member</u>	<u>04.01.21</u>	
Poor hygiene practice – specific - spread of potential infection at the start of the school day either with parents or allocated transport	M	<p>In line with government advice:</p> <ul style="list-style-type: none"> • Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus • Issue information to parents and transport contractors about arrival and departure procedures, including safe drop-off and pick-up • One-way system to be followed when staff collect and return students from and to allocated transport vehicle. • Pupils to be supervised in accessing hand-washing facilities on arrival, supervised by a staff member: the staff member will then be responsible to wipe down the area afterwards, in shared toilet facilities (more than 1 class accessing facilities though out the day). 	L	L	<u>NG</u>	<u>04.01.21</u>	

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		<ul style="list-style-type: none"> • All staff to wash hands on arrival in school • Parents and transport staff to remain in vehicle until instructed to disembark • Pupils to assemble in designated areas of playground per class, once escorted from transport • Medication to be kept securely in sealed bags and deposited into a specified receptacle: staff to double sign, as opposed to escort signing and physically handing it over • Issue information to pupils in relation to restrictions on their movement around the site – Playground access: Hedgehogs, Fox, Robins and 6th Form to use their external doors, Otters to use the main corridor and Woodpecker to use the lobby double doors. • Lockers, where used, will be divided into smaller units and located in separate areas to avoid any close contact of individuals • Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. • ‘Catch it, bin it, kill it’ message reiterated frequently. • Lidded foot pedal bins in use wherever possible; if not, open bins, and nappy sacks for disposal of soiled tissues/wipes etc. <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p>					
Poor hygiene practice – specific – toilet/changing facilities	L	<ul style="list-style-type: none"> • Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron • Individual health care plan for pupil with specific needs, and additional visors to be worn when involved in his support • All changing surfaces to be cleaned before and after each use 	L	L	All staff	This already occurs at our school	

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		<ul style="list-style-type: none"> Nappies/soiled items to be disposed of in yellow bags Staff to follow specific intimate care procedures as standard practice throughout school Any soiled clothes are put into a plastic bag (double bagged) and sent home. <p>As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.</p>					
<p>Poor hygiene practice – specific - end of the school day.</p>	<p>M</p>	<ul style="list-style-type: none"> Ensure all students wash their hands before leaving school. Lockers, where used, will be divided into smaller units and located in separate areas to avoid any close contact of individuals Issue information to parents and transport contractors about departure procedures, including safe pick-up Inform pupils, contractors and parents of the allocated exit points and pick up points prior to return to school Parents and contractors to remain in vehicles until alerted to disembark Pupils arriving on foot accompanied by parents to EYFS base, will be directed to wait in designated area communicated to them prior to school opening and wait to be invited in by staff member. Parents and pupils aware of government recommendations with regard to transport and mask wearing. <p>As a result, the risk of infection is reduced as pupils and staff leave school.</p>	<p>L</p>	<p>L</p>	<p>NG</p>	<p>06.01.21</p>	

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Ill health in school.	M	<ul style="list-style-type: none"> • Staff are aware of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, high temperature, and loss of sense of taste or smell, and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus • Parents have signed a statement acknowledging their own responsibilities in adhering to government advice, and accepting a lower than usual threshold for asking to collect their child if they appear to become unwell. • Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell • All staff are informed of the procedure in school relating a pupil becoming unwell in school • Any pupil who displays signs of being unwell is immediately referred to Head teacher, who contacts parents immediately • Any staff member who displays signs of being unwell immediately refers themselves to Head Teacher and is sent home • Staff ensure that any unwell pupils are moved to an empty room whilst they wait for their parent to collect them. Parents advised to follow the COVID-19: Guidance for households, including accessing testing. • If parents are unable to collect, the school minibus will be used to transport pupil home, supported by staff in full PPE. Bus will then be thoroughly cleaned and staff members use school facilities to shower and change, or return home immediately and follow guidance to wash clothing and shower. 	M/L	M	NG	04.01.21	

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		<ul style="list-style-type: none"> • If the pupil needs to use the bathroom, they should use a separate bathroom which will be cleaned after use. This will depend upon which area of the school pupil is educated • Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained • If contact with a child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing, eye protection should also be worn • The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen • Unwell pupils who are waiting to go home are supervised in personal care area if in Westfield site: Ryeland's kitchen if Robin or Sixth form where they can be at least two metres away from others • Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated. • Staff and pupils in the same group as suspected case will be sent home and advised to self-isolate until test is returned as negative/positive. <p>As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.</p>					

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<p>Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.</p>	<p>H</p>	<ul style="list-style-type: none"> • Optional attendance for first 2 days • Some parents have opted to keep their children away from school despite their entitlement to attend, reducing numbers of students in school • Staff in class groups with significantly lower numbers than usual will be supported to work from home, or undertake non-class-based activities to reduce risk of unnecessary mixing • Identified entry/exit points for each class base to minimise mixing of group members. • Wherever and whenever possible, a one-way system is implemented in corridors requiring shared use. • Classrooms arranged so that pupils can remain 2 metres apart where practicable • Limited group work, unless students are able to sit 2m apart. • Regular reminders to students that they cannot hug or touch one another and provide reasoning and visual reinforcement to enhance understanding of the importance of social distancing. • Timetable reviewed and refreshed and programme communicated to teachers and staff • Pupils remain in class groups throughout school day, and for lunchtime. Lunchtimes and breaktimes spent outside will be heavily supervised to reduce contact with other group members • No mixing of group members for subjects such as PE and social skills groups. • Teachers provide individual work packs for home learners. • Home learners offered zoom calls sessions where appropriate. 	<p><u>L</u></p>	<p><u>L</u></p>	<p>NG</p>	<p>06.01.21</p>	

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		<ul style="list-style-type: none"> • Staff supervision in corridors when students are accessing lockers/ toilets / group room/ courtyard room • Communal teaching areas, including the Art Room, Library and Hall to be carefully timetabled to allow the area to be cleaned thoroughly after use. Class staff are responsible to cleaning any resources used within these spaces. <p>As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.</p>					
A pupil is tested and has a confirmed case of coronavirus.	M	<p>In line with government advice:</p> <ul style="list-style-type: none"> • The rest of the class/group should be advised to self-isolate for the remainder of the 10-day period • The Headteacher will contact PHE. Then PHE's local protection teams to conduct a rapid investigation and will advise school on appropriate action. <p>As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.</p>	M	L	NG	06.01.21	
Insufficient staff to run face-to-sessions for pupils.	L	<ul style="list-style-type: none"> • Protocols for staff to inform leaders if they need to self-isolate are clearly in place • Staff/groups within same bubble can be combined if possible, to enable continued school access to maximum number of unaffected individuals. • Rota in place for cover in the instance that staff have to self-isolate. • Blended learning model implemented for a manageable combination of school/home-based learning • Parents contacted and request for possible home schooling to return short-term 	L	L	NG	06.01.21	

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
		As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.					
Pupil/ staff movement between lesson, at breaktime and lunchtime increases the risk of infection.	M	<ul style="list-style-type: none"> • Wherever and whenever possible, a one-way system is implemented in corridors requiring shared use. • Students monitored and supported to transition between environments with minimal contact with shared surfaces – ie redirect from running hands along walls • Staggered breaktime and lunchtime • Use of staff eating areas to be carefully managed to enable correct social distancing and infection control measures • Supervised arrival and departure for each group/vehicle. Minimised shared space. • Allocated outdoor areas for each year group to be identified for breaktime and lunchtime • Most classes have access to outdoors without the need to traverse corridors. • Staff to ensure that corridors are clear before escorting students to the playground. • Head Teacher to base as part of admin ‘satellite’ within deputy head’s office. No occupation of Westfield site. Does not access any class base unless in case of emergency. To only see pupils in outside areas, from a distance, or at an appropriate distance unless having to support medical need removal from school. • Pupils advised not to play contact games at breaktime or lunchtime. Ball games and shared outdoor equipment to be prohibited • Students to have individual toy boxes and individual sand and water trays 	L	L	NG	06.01.21	

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		<ul style="list-style-type: none"> • Pupils to be supervised in washing hands before and after lunch • Adults helping students to feed who can't feed themselves will wear appropriate PPE (aprons, gloves, visors) • Tables to be cleaned between learning and lunch sessions, due to using learning space for eating. • Catering staff used to support specified group- no shared responsibility. • No use of hall for mixed group eating or PE delivery <p>As a result, the risk of infection during unstructured time is reduced.</p>					
Spread of infection in classrooms/shared areas.	M	<ul style="list-style-type: none"> • All unnecessary items to be removed from classrooms and learning environments and stored elsewhere • Natural ventilation maximised by opening windows • Students permitted to wear additional clothing to compensate for reduced temperature • Use of safe space limited to individual use, walls wiped after use and closed. Zip and facia of the safe space wiped after use and at end of the day. • All soft furnishings and items that are hard to clean to be removed from the area • Only 1 person allowed in break out rooms at a time when having choice or sensory. Any items used during choice will be cleaned immediately by staff. • Limited choice and sensory items each day to minimise what students are touching and to ensure each student has a different choice/sensory activity where possible. 	L	L	NG School business manager	1.6.20	

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		<ul style="list-style-type: none"> • Easy clean sensory items available in key areas to be wiped and cleaned in between use. Sign on door to identify cleaning stage. • Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible • Use of Prowise board restricted, use of smart pen at all times and wiped before and after use. Limited students around the board at one time with distance maintained where practicable. • Use of class iPad timetabled and device wiped after each use. • Tissues and hand sanitiser to be located in each classroom/learning space • Bins to be emptied at least twice daily in classrooms. • Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open where and when safe to do so • Windows to be opened to provide ventilation. • Provide individual equipment for each pupil in labelled receptacles, or on their table to avoid temptation for sharing • Pupils' textbooks/ resources to be available close to their designated table to avoid close contact in the same area of the classroom. • Pupils' work books and key equipment to be kept in individual handled book bags and kept in their learning area and put in drawer at the end of the day • Specific lesson resources to be cleaned before allocation and after by class support staff • Pupils/staff to clean IT equipment (keyboards/ phones/ laptops) with anti-bacterial wipes before and after each use 					

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		<ul style="list-style-type: none"> • All staff provided with individual stylus for contact with touch screens • No Shared teaching resources to be used • Learning resources for specific lessons to be kept in pupils' individual trays and cleaned at the end of the day by nominated staff. • If any aerosol particles come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned • Pupils prone to 'mouthing' objects heavily supervised; suitable safe and effective cleansing fluid utilised to sterilise object-clean replacement provided • Sensory break resources to be individualised and kept in student specific tray where practicable • Task boxes to be cleaned immediately after use and all task boxes and work systems to be wiped down at the end of the day • Antiviral viricide spray/liquid available to sterilise, • Individual chewables to be used with close supervision, cleaned throughout the day and at the end of the day and stored in a lidded, named box when not in use. • Pupils will be assigned individual task boxes / work packs. Used boxes / packs will be cleaned or set aside for 72 hours. • Sensory trays/items to be assigned to pupils and washed regularly. Individual sensory boxes to be made where necessary eg. dough for Dough Disco to be stored in sealed, named boxes an only used by named student. • Individual task boxes for identified pupils. Completed task to be put in individual pupils finished tray or named tray by their desk. 					

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		<ul style="list-style-type: none"> • Home-school communication methods: KS2, 3 and 4: Home school diaries will be used for daily home and school communication. Diaries will come into school in a plastic wallet provided and put into designated box in the classroom. Designated TA will wear gloves, wipe down plastic wallets and read messages in diaries. Relay any messages to class teacher and write responses, then put back in the plastic wallet in designated box for the school day. At the end of the day any messages will be written in diaries by the same designated TA (wearing gloves), put back in plastic wallet and will then be put on pupils' desks to take home. • KS1 and EYFS: as above, or computerised records to be kept and sent home weekly. No passing of paper between settings. • Sixth form: e-mails to be sent between home and school for all general info. Students with no internet access to receive written record of any notable events kept with meds folder. • Complex communication needs: e-mails to be sent to all parents except one, who shall receive calls. • For pupils who are brought to school by parents- verbal communication at an appropriate distance • Staff room and staff toilet area to be specific to key groups, and wiped down after each use • Staff to use allocated lockers to store personal items/bags where possible • Staff to be reminded to adhere to social distancing at all times • Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc • Staff must wash, dry and store their own clearly labelled cups, plates and utensils, using disposable towels. 					

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		<ul style="list-style-type: none"> All staff follow school specific guidance as produced by community and public health colleagues Staff are only permitted to bring in essential items, e.g. lunch bag and keys. All other belongings must be kept at home, in locker or in staff cars. <p>As a result, the risk of infection to staff and pupils in classrooms is reduced.</p>					
Vocational learning leads to increased risk of coming into contact with the infection.	H	<ul style="list-style-type: none"> Usual work experience provisions not available in present conditions due to setting restrictions ie Berrington Hall Gardens, Leominster Library, Grange Court café, Bupa Care home, Halo Leisure Centre. Student attending EMC for GCSE art to undertake EMC subject activities at Westfield for the period of lockdown. Close communication between both settings. No use of Eaton Barns until lockdown restrictions relaxed. Pavilion café not used until lockdown restrictions relaxed. No Use of shops due to the current increased risks in using the community. Role play and items used in shopping activities to happen in school and items washed after use ie clothes in washing machine, food packaging to be wiped, money to be regularly cleaned and then allocated to individual students. No cross contamination. Practical workshop – design and technology and associated health and safety in the work place. Use of the school workshop to make basic items such and learn to use tools safely. One member of staff and two students to observe social distancing, open windows and wear face masks/visors. 	<u>M</u>	<u>M</u>	<u>Julie Newcombe</u>	<u>03.09.20</u>	<u>NG</u>

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		As a result, the risk of infection to staff and pupils in classrooms and using the community is reduced with students accessing a reduced practical vocational curriculum.					
Poor pupil behaviour increases the risk of the spread of the infection	M	<ul style="list-style-type: none"> Individual behaviour plans to be amended in line with current situation. Class staff trained to effectively deescalate any escalations in behaviour to avoid the need for physical intervention. <p>As a result, pupils and staff understand the behaviour policy/individual plans in context.</p>	M	L	teacher	1.6.20	
Pupils with complex needs are not adequately prepared for a return to school or safely supported	H	<ul style="list-style-type: none"> Specific arrangements for pupil transport have been risk assessed and agreed with local providers Leaders and health care staff should review individual pupils' handling plans, including the use of PPE Additional advice and training provided in relation to moving and handling prior to return Review individual communication plans where close proximity is expected e.g. on-body signing Plans should be understood, shared and followed consistently by all staff working with those pupils Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school. Highly vulnerable students remain away from school in agreement with core team of professionals <p>As a result, pupils with complex needs are well supported.</p>	M	M	Lead teacher	04.01.21	
Vulnerable pupils and pupils with SEND do	H	<ul style="list-style-type: none"> Appropriate planning is in place to support the mental health of pupils returning to school 	L	M	Val Jacks / NG/ Hatty Antink	27.5.20	

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not receive appropriate support		<ul style="list-style-type: none"> All students previously accessed full school timetable-maintain a 'normal approach' with opportunities to discuss anxieties timetabled regularly. Catch up funding allocated for additional play therapy sessions for key students Information provided in advance of return regarding expectations and any adaptations to previous routines <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>					
Emergency evacuation due to fire etc Risk of staff not having signed in due to reduced movement around site	L H	<ul style="list-style-type: none"> Emergency evacuation procedures emphasise use of closest exit direct to exterior of building. Assembly point is outside and organised so that social distancing can be maintained Leaders to communicate procedures to all staff Staff to communicate emergency evacuation procedures to pupils at the beginning of each day. Consistent use of Paxton system for electronic sign-in. Reminders to staff to swipe card, even if entering with a colleague Teachers also to keep a manual record that they carry with them on hearing the alarm. <p>As a result, social distancing is maintained if possible, in the event of an emergency evacuation.</p>	L M	L M	<u>School Business manager</u> <u>Individual class teachers</u>	<u>18.1.21</u> <u>Daily practice</u>	 <u>NG</u>
Cleaning is not sufficiently comprehensive.	M	<ul style="list-style-type: none"> Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures 	L	L	<u>NG and school business manager</u>	<u>Since 6.4.20</u>	

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
		<ul style="list-style-type: none"> Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning Whilst pupils are at breaktime/lunchtime, identified member of staff, specified on rota to clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards Disposable wipes/sprays are next to photocopiers/printers etc Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room,). <p>As a result, high standards of cleanliness are maintained in school.</p>					
Site security attendant or handy man, Contractors, deliveries, visiting specialist professionals and visitors increase the risk of infection	M	<ul style="list-style-type: none"> All contractors visitors scheduled for non-school time wherever possible Days/ hours of work of handy man after school hours Maintenance tasks to be identified and allocated to location specific areas, to be undertaken towards the end of the working week to enable least possible transfer, and allow extended time following access before new school week. All contractors to be checked to ensure that they are essential visitors prior to entry to the school Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils All contractors/visitors to wash hands either prior to or on entry to the school site Contractors and visitors are directed to specific/designated handwashing facilities All areas in which contractors work are cleaned in line with government guidance 	L	L	School business manager	1.6.20	

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
		<ul style="list-style-type: none"> • Staff who receive deliveries to the school to wash hands in line with government guidance after handling • Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drivers are not permitted to enter the school premises when making deliveries, unless by prior arrangement • Surfaces to be cleaned after any deliveries have been made. • The introduction of ‘occasional’ staff to school, such as music therapist, play therapist, physio, SaLT etc will be carefully timetabled to minimise ‘bubble’ cross over. These professionals will maintain a Covid safe working distance with school staff and students wherever possible. Professionals will plan for time between change of individual or group session in order to sanitise all used and to be used resources, as well as own hands. • Music Therapist to ensure strict social distancing measures. No sharing of musical equipment within groups and to be cleaned after use. • will enter via the access point closest to the pupil or group, and be accompanied by a staff member at a distance of 2 metres. On arrival, they will be directed to specific/designated handwashing facilities in school and then inform admin of their arrival. After each planned group or 1-1 session the member of staff will wash hands and any equipment used before moving to and starting their next session. In the designated classrooms / areas where therapies are taking place there will be doors and windows open to provide good ventilation. Social distancing of 2 metres apart where possible. When leaving school, staff will wash hands. 					

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
		<ul style="list-style-type: none"> • Where therapies take place in one designated area staff will take and collect pupils from the therapist. All above guidance within this risk assessment will be enforced, as well as a site-specific risk assessment from themselves being required. • Any therapist arriving on to the school site will wear freshly laundered clothing, and basic PPE, if having had access to another environment prior to arrival. • Any intervention requiring proximity of less than 2 metres will require the wearing of agreed PPE. • Parents of pupils receiving specific therapeutic input will be asked to sign a consent agreement based on the above conditions. No pupil whose parents have not signed this agreement, will be permitted to access the session. • There will be no sharing of resources, such as musical instruments, and the area will be thoroughly cleansed following the session. • Visitors and contractors will be asked to wear a face mask. <p>As a result, site team and external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p>					

Useful links:

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Guidance specific to specialist settings: <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>
- Guidance on Asymptomatic mass testing in specialist settings: <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
 - Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
 - Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
 - Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
 - Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
 - SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
 - Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
 - Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
 - Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
 - Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
 - Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
 - Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
 - Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
 - Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
 - Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
 - Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
 - Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
 - PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
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- Public health England <https://www.gov.uk/government/organisations/public-health-england>
 - NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
 - Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
 - DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
 - A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
 - Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>