# 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.*

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| **Prior to opening** | | | | |
| **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. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| Staff living with a clinically extremely vulnerable person have been advised to only attend the setting if stringent social distancing can be adhered to. |  |  |  |  |
| Determined staffing thresholds for opening/ remaining open have been agreed with governors: 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. |  |  |  |  |
| 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. |  |  |  |  |
| The school is able to draw on appropriately qualified staff in nearby schools should a key person be absent. E.g. SENCo, DSL, Finance Manager |  |  |  |  |
| The school has sufficient staff with a paediatric first aid certificate to attend the setting. |  |  |  |  |
| Contingency plans are in place should a member of staff be taken ill e.g. staff cover. |  |  |  |  |
| The school has assessed the impact of the crisis on individual staff and can support them signpost them to support e.g bereavement, anxiety. |  |  |  |  |
| The school has the processes and means to support staff well-being and manage anxieties on reopening. |  |  |  |  |
| Consideration given as to when the school will allow external visitors and who will be permitted in the early stages. |  |  |  |  |
| **Pupil/ Parent Considerations** | | | | |
| **Assessment Area** | **RAG** | **Action taken** | **Action to be taken** | **LA support / project needed?** |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| Awareness of the impact of the crisis on individual pupils / families. |  |  |  |  |
| An updated list of key worker families/ vulnerable pupils who will still need a school place. |  |  |  |  |
| The school has communicated with parents re. supporting their child’s readiness to return to school. |  |  |  |  |
| The reintegration of pupils with EHCPs has been thought through and planned for individuals. |  |  |  |  |
| PPE needs have been assessed according to the guidance, plans made and stocks ordered where this is required. |  |  |  |  |
| Pupils have been organised into small, consistent groups, 15max, with 1 teacher or TA (working under a teacher’s direction) and will be kept separated from others. |  |  |  |  |
| Children of critical workers or vulnerable pupils still attending the setting have been organised into groups of 15 max, with one member of staff. |  |  |  |  |
| If it is not possible to achieve small groups of 15 pupils max. this has been discussed with the LA. |  |  |  |  |
| If there are options, the school has a rationale for prioritising pupils returning to school. |  |  |  |  |
| Plans are in place for groups to return, if necessary prioritising places for priority groups as per Government Guidance. |  |  |  |  |
| Plans are in place to supplement learning for secondary pupils with face to face support. |  |  |  |  |
| Arrangements have been made for pupils in prioritised groups who need continued shielding. |  |  |  |  |
| Provision for early years children has been planned so that small groups are kept together and mixing in larger groups is avoided. |  |  |  |  |
| 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. |  |  |  |  |
| Decisions have been made about allowing lettings, including before or after school care provision, ensuring safety, social distancing and cleaning. |  |  |  |  |
| **Physical/ Environmental/ Logistical Considerations (some overlap with Health and Safety)** | | | | |
| **Assessment Area** | **RAG** | **Action taken** | **Action to be taken** | **LA support / project needed?** |
| Safe entrances/ exits for staff and pupils are determined e.g. staggered times/ one or multiple entrance or exit points. |  |  |  |  |
| Entry and exit arrangements have been communicated/ marked out and will be supervised. |  |  |  |  |
| The maximum number of pupils to be physically in the building at any time has been determined, to enable social distancing. |  |  |  |  |
| 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. |  |  |  |  |
| All unnecessary furniture/ items have been removed from those rooms to be used and stored elsewhere if possible. |  |  |  |  |
| 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. |  |  |  |  |
| Arrangements are in place reduce movement around the building. |  |  |  |  |
| Further alterations made to timetables that minimise mixing and contact e.g. assembly arrangements, breaktimes. |  |  |  |  |
| 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. |  |  |  |  |
| Arrangements are in place help limit the number of children using the toilets at any one time. |  |  |  |  |
| Resources designated for use have been determined, will be used as consistently as possible by a group, with appropriate cleaning in between use should the group change. |  |  |  |  |
| All soft furnishings, soft toys and toys or equipment that cannot be easily cleaned have been removed. |  |  |  |  |
| Shared resources taken home and the exchange of these between pupils will be limited/ removed. E.g. reading books, library books. |  |  |  |  |
| 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. |  |  |  |  |
| The use of outdoor equipment will be avoided unless it can be cleaned between groups and not used by groups simultaneously. |  |  |  |  |
| 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. |  |  |  |  |
| Where appropriate separation and cleaning cannot be ensured, arrangements have been made for food to be taken to pupils in their classrooms. |  |  |  |  |
| **Transport** | | | | |
| The school is encouraging walking/ cycling. |  |  |  |  |
| The providers’ arrangements have been checked re. cleaning arrangements and the expectations not to attend work if the member of staff or anyone in their household is exhibiting Coronavirus symptoms. |  |  |  |  |
| Changes have been communicated to transport providers re. start/ finish times etc. |  |  |  |  |
| Appropriate actions have been taken to reduce risks if social distancing is not possible e.g. a child with complex needs cannot fasten a seat belt independently. |  |  |  |  |
| **Cleaning and hygiene** | | | | |
| **Assessment Area** | **RAG** | **Action taken** | **Action to be taken** | **LA support / project needed?** |
| There are sufficient hand cleaning stations around the site and sufficient stocks of soap/ hand sanitiser. |  |  |  |  |
| There are sufficient cleaning staff available, ensuring cleaning between sessions/ change overs of pupil groups/ deep cleans as required. |  |  |  |  |
| Additional cleaning requirements have been assessed and additional hours allocated accordingly. |  |  |  |  |
| 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. |  |  |  |  |
| Avoid the use of cloths for washing or drying e.g. use paper towels. |  |  |  |  |
| 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). |  |  |  |  |
| Relevant staff know procedures for re-ordering and the thresholds for re-ordering. |  |  |  |  |
| Site agent or other named person is responsible for monitoring and reporting stock levels of cleaning and hygiene materials. |  |  |  |  |
| **Health and Safety Considerations (Some overlap with physical/ environmental/ logistical considerations)** | | | | |
| **Assessment Area** | **RAG** | **Action taken** | **Action to be taken** | **LA support / project needed?** |
| 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. |  |  |  |  |
| There are written procedures (including named responsible people), should a case of COVID19 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. |  |  |  |  |
| PPE needs have been assessed in line with the guidance, any required PPE obtained and there is a plan for maintaining this. |  |  |  |  |
| Health & Safety compliance checks have been undertaken. |  |  |  |  |
| Usual planned maintenance and H&S checks have been prioritised and scheduled accordingly e.g. PAT tests, boiler servicing. |  |  |  |  |
| **Communications** | | | | |
| **Assessment Area** | **RAG** | **Action taken** | **Action to be taken** | **LA support / project needed?** |
| Communicate to 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. |  |  |  |  |
| Remind staff, parents and pupils of the hand cleaning advice and to clean hands frequently throughout the day. |  |  |  |  |
| The risk assessment, plans and protocols have been discussed with staff and any training needs identified. |  |  |  |  |
| 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’? |  |  |  |  |
| 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. |  |  |  |  |
| Protocols for attending the site, drop off, pick up and not gathering at gates or doors have been communicated to staff and parents. |  |  |  |  |
| Communications to staff and to parents about procedures should they, or a member of their household, have Coronavirus symptoms. |  |  |  |  |
| Parents and staff made aware of the best way to communicate with teachers/ staff. |  |  |  |  |
| Communications with parents of vulnerable children needing PPE about the arrangements in place. |  |  |  |  |
| Communication with any contractors needed to support the school’s plans. E.g. cleaners, caterers. |  |  |  |  |
| Communication with the transport providers/ LA re. transport arrangements and plans conveyed to parents. |  |  |  |  |
| Provide parents with the guidance on safe travel. |  |  |  |  |
| Communication with lettings or before and after school providers about plans and arrangements. |  |  |  |  |
| **When open** | | | | |
| **Staff considerations** | | | | |
| **Assessment Area** | **RAG** | **Action taken** | **Action to be taken** | **LA support / project needed?** |
| Arrangements for those staff in the extremely vulnerable group and unable to attend work. |  |  |  |  |
| Clear and regular communication links with those staff shielding/ not attending the setting. |  |  |  |  |
| Maintaining sufficient staff to deploy in the school, enabling social distancing for staff and pupils. |  |  |  |  |
| 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 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. |  |  |  |  |
| Staff are aware of PPE guidance and any need for PPE. |  |  |  |  |
| Staff workload, providing for pupils learning in school and at home has been taken into account. |  |  |  |  |
| 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. |  |  |  |  |
| Recruitment processes have been determined, continuing to enable safer recruitment. |  |  |  |  |
| Staff induction processes are updated re. new policy/ procedures alongside required checks. |  |  |  |  |
| Extend or revisit any staff contracts or processes impacted by the current situation, communicating any changes to staff e.g. timescales. |  |  |  |  |
| **Pupils** |  |  |  |  |
| **Assessment Area** | **RAG** | **Action taken** | **Action to be taken** | **LA support / project needed?** |
| Pupils know where the hand cleaning stations are and to use them frequently. |  |  |  |  |
| Where possible keep pupils 2m apart. Brief transitory contact is low risk e.g. passing in corridors. |  |  |  |  |
| 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. |  |  |  |  |
| Pupils know they must stay in the same groups and not mix beyond their own group. |  |  |  |  |
| Groups of pupils are based in the same classroom each day and this is cleaned thoroughly before and after any other groups use it. |  |  |  |  |
| As far as possible, pupils sit in the same place, at the same tables/ desks. |  |  |  |  |
| Pupils know the protocols for using toilet areas. |  |  |  |  |
| Engage parents/ children in resources such as E-Bug and PHE school resources. |  |  |  |  |
| Educate pupils in cleaning hands, ‘catch-it, bin-it’, and safe distancing. |  |  |  |  |
| Bins for tissues are emptied throughout the day. |  |  |  |  |
| Help is available for those pupils who cannot clean their hands independently. |  |  |  |  |
| Support for those children who cannot easily understand or remember safety and hygiene measures e.g. social stories, symbols, braille etc. |  |  |  |  |
| Staff seek to prevent the sharing of stationary and other equipment where possible. |  |  |  |  |
| Shared materials and surfaces are cleaned more frequently. |  |  |  |  |
| Appropriate support for pupils who may have difficulty settling back into school. |  |  |  |  |
| Emotional support for pupils who may not be able to return to school yet e.g. health reasons/ in non-returning year groups. |  |  |  |  |
| Managing anxiety e.g. support re. school refusers/ managing elective home education requests or other attendance issues. |  |  |  |  |
| A revised curriculum and planned additional provision for pupils’ SEMH on return to school and for those not returning. |  |  |  |  |
| Timetables and curriculum adapted to include more socially distant activities where needed. |  |  |  |  |
| Plans and activities to help pupils to socially distance and further plans to support SEND pupils to understand this. |  |  |  |  |
| 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. |  |  |  |  |
| Clear information and communication with pupils who would have been taking exams. |  |  |  |  |
| Trained staff, communication processes and resources to provide bereavement support. The availability of which is communicated to parents. |  |  |  |  |
| SEND Reviews/ actions outstanding for pupils with SEND have been rescheduled appropriately. |  |  |  |  |
| Arrangements made in respect of any specialist provision on site and communicated to all relevant people. |  |  |  |  |
| **Transition** |  |  |  |  |
| Intentions/ initial plans for transition have been communicated to parents. |  |  |  |  |
| Planning pupil groups on return/ for September with contingencies for continued social distancing. |  |  |  |  |
| Shared approach across cluster schools to reduce anxiety and ensure smooth transitions to new settings for pupils. |  |  |  |  |
| Creativity in enabling transition activities to support pupils in preparation for September. |  |  |  |  |
| Transfer/ receiving of meaningful information to receiving setting/ teacher. |  |  |  |  |
| Careers guidance/ work experience arrangements. |  |  |  |  |
| Liaison and arrangements for year pupils in exam year groups. |  |  |  |  |
| Liaison and arrangements for pupils due to leave school. |  |  |  |  |
| **Safeguarding** |  |  |  |  |
| Any additional risk assessments required to safeguard vulnerable pupils are in place. Will any of these pupils be prioritised for a return? |  |  |  |  |
| Any necessary changes or addendums have been made to the safeguarding Policy, which has been reviewed for further changes. |  |  |  |  |
| Governors aware of the interim safeguarding guidance and how this has been included in their policy. |  |  |  |  |
| 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. |  |  |  |  |
| Are all staff aware of LA arrangements for contacting the LADO, MASH, social workers. |  |  |  |  |
| Where staff have been deployed/ appointed, they are aware of the safeguarding processes and codes of conduct they should adhere to. |  |  |  |  |
| Safer recruitment processes being adhered to. |  |  |  |  |
| The SCR is up-to-date and monitored with changes to staffing/ volunteers in the school. |  |  |  |  |
| Informing relevant staff of any ‘need to know’ information for pupils. |  |  |  |  |
| Preparation for a possible increase in disclosures/ concerns on return. |  |  |  |  |
| Recording and reporting of incidents during the closure. Any further reporting/ following-up needed? |  |  |  |  |
| Communication with vulnerable families during the closure and on return. |  |  |  |  |
| The e-safety/ online safety policy covers all safeguarding risks for pupils accessing learning at home. |  |  |  |  |
| Families’ access to support during school closure has been evaluated e.g. food parcels, pastoral support. |  |  |  |  |
| Families will need on-going engagement/ communication whilst returning to normality have been identified. |  |  |  |  |
| Safeguarding lessons learnt during this crisis? |  |  |  |  |
| **Governance/ Leadership (Refer to previous sections and decide which aspects Governors should be aware of/ involved in making decisions about e.g. feasibility of staffing)** | | | | |
| 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. |  |  |  |  |
| Governors are involved in the discussion and planning for reopening. |  |  |  |  |
| 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. |  |  |  |  |
| Planned reviews to evaluate what is happening on a regular basis. |  |  |  |  |
| 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. |  |  |  |  |
| **Financial/ business/ resourcing** |  |  |  |  |
| Catering contracts and facilities as pupils begin to return. |  |  |  |  |
| Any financial loss to the school/ ability to claim back losses from the government is known. |  |  |  |  |
| Sufficient cleaning materials. |  |  |  |  |
| PPE available if appropriate. |  |  |  |  |
| Learning materials/ resources in stock ready for pupils on return. |  |  |  |  |