{replace this text box with your school logo}

**{insert school name} UPDATED Risk Assessment   
Checklist form** ( V5 – 15/01/21)

**Guidance note [DELETE THIS TEXT BOX FROM YOUR FINAL DOCUMENT]:** this template risk assessment checklist is provided for use by Central Bedfordshire Council (CBC) Community and Voluntary Controlled schools (those where CBC is the employer). Use of this format to record your risk assessment (s) is not mandatory but may help you to conduct and record your risk assessments appropriately.

**THIS DOCUMENT HAS BEEN UPDATED FOR THE SITUATION IN JANUARY 2021. NEW SECTIONS ARE HIGHLIGHTED IN YELLOW- SCHOOLS SHOULD USE THIS GUIDANCE TO INFORM AND UPDATE CURRENT RISK ASSESSMENTS.**

Where, whilst carrying out your risk assessment, you establish that actions are required to address the risks you’ve identified, those actions should be placed in the *‘What further action is necessary?’* column, and assigned to an individual with a due date by completing the *‘Action by whom?’* and *‘Action by when?’* columns. Once an action has been completed, the *‘Date completed’* column should be filled in. When the risk assessment checklist is next reviewed, any completed actions can be moved to the *‘What are you already doing?’* column.

All text in red highlight within this template indicates text which will specifically need to be replaced. When you’ve finished editing, no highlighted text should remain. This template is based on the standard approach recommended by the Health and Safety Executive. Risk matrices (where you grade risks with numbers) are not essential. However, if you find them helpful, HSE provides a simple idea of approach: <http://www.hse.gov.uk/risk/faq.htm#q27>

**Remember:** a risk assessment is of little use unless the risk control measures and safe working practices identified as required are communicated to all relevant people within your school and followed on an ongoing basis. Involve the staff who do the task in creating the risk assessment checklist – they will have a first-hand perspective on what the task entails and the risks. Involving staff will also help you to get their buy-in and support in working safely.

In order to ensure that risk assessments remain suitable and sufficient, they must be periodically reviewed (usually annually, but sooner as required following any incident, change of circumstances or equipment or where there is reason to believe that the assessment is no longer valid or fit for purpose). It’s a good idea to set initial review dates to be much sooner, so that you may check that your new risk assessment is working properly.

Guidance and information on assessing and managing risk can be found on the [‘Risk Management’ pages of the Health and Safety Executive website](https://www.hse.gov.uk/risk/). Guidance and information on specific topics can also be found via the [‘Health and safety in schools’ pages of the CBC Schools Portal](https://www.centralbedfordshire.gov.uk/info/96/human_resources/562/health_and_safety).

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| **Risk Assessment checklist for:**  {insert the subject of the risk assessment} | **What are you risk assessing?**  {insert a brief overview of how and why the risk may arise in your school, particularly in relation to the people, equipment, activity, etc. involved} | |
| **Establishment:**  {insert school name (and site name if applicable)} | **Assessment by:**  {insert name and job title of the person who carried out the assessment} | **Date:**  {insert date assessment created} |
| **Risk assessment checklist number/ref:** | **Approved by Head Teacher:**  {insert Head Teacher name} | **Date:**  {insert date assessment approved} |

| **What are the hazards?** | **Who might be harmed and how?** | **What are you already doing?** | **What further action is necessary?** | **Action by whom?** | **Action by when?** | **Date completed** |
| --- | --- | --- | --- | --- | --- | --- |
| *[EXAMPLE – DELETE THIS LINE FROM YOUR ASSESSMENT] Slips, trips and falls* | *Staff and visitors may be injured if they trip over objects or slip on spillages.*  *Cuts and abrasions, other physical and major injuries.* | * *General good housekeeping.* * *Daily cleaning.* * *Spills / trip hazards immediately cordoned off / signed and then dealt with.* * *No trailing leads or cables.* * *All areas well lit (internal and external).* * *Appropriate footwear worn by staff.* | * *Review stairs and slopes/changes in level and install appropriate measures to prevent falls if needed.* | *Charles D* | *20.12.19* |  |
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**Risk assessment checklist review due: DD/MM/YYYY** (Usually within one year, or sooner in the event of any incident, change in equipment / conditions / circumstances, or if there is reason to believe that the assessment is no longer valid or fit for purpose. It’s a good idea to set initial review dates to be much sooner, to check that a new risk assessment checklist is working properly. COVID19 RISK ASSESSMENTS CHECKLISTS SHOULD BE TREATED AS ‘LIVING’ DOCUMENTS AND KEPT UNDER CONSTANT REVIEW).

**Further information:**

Schools may wish to use the checklist below as prompts to identify their concerns. Where hazards are identified, these should be collected together in the table above as a summary of the action to be taken.

Further health and safety guidance specific to schools may be found on the [CBC Schools Portal](http://www.centralbedfordshire.gov.uk/schools-portal/human-resources/health-safety/overview.aspx) and the [Department for Education](https://www.gov.uk/government/publications/health-and-safety-advice-for-schools) website. The [Health and Safety Executive website](https://www.hse.gov.uk/index.htm) also provides information on [risk management / assessment](http://www.hse.gov.uk/risk/index.htm) and [health and safety in the education sector](http://www.hse.gov.uk/services/education/index.htm).

The risk assessment checklist below covers the minimum expectation of the measures schools should be putting in place. It is not possible for this risk assessment checklist to account for issues or circumstances that are specific to each individual setting. Therefore, schools are advised to add any further considerations that apply to their school.

Risks should be assessed as:

**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 function safely / take action to make required or appropriate provision)

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

***Please note:***

* *Schools should only open where they consider it safe and correct to do so based on a risk assessment.*
* *Schools should seek to meet the expectations of the national guidance documents in all of their planning.*

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| **Assessment Area: Staff Considerations** | **RAG** | **Action taken** | **Action to be taken** |
| Contact with individuals who are unwell is minimised by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school and follow the Stay at Home Guidance: ‘[stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’ |  |  |  |
| Staff who are medically extremely vulnerable have been identified and consulted as to their ability to fulfil their roles from home [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) |  |  |  |
| Staff who are clinically vulnerable, including pregnant women, have been consulted about their safety at work and advised to follow the relevant guidance available for [clinically-vulnerable people](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people). |  |  |  |
| If people with significant risk factors are concerned, their concerns have been discussed with them and the measures the school is putting in place to reduce risks have been explained. School leaders should try as far as practically possible to accommodate additional measures where appropriate. [COVID-19: review of disparities in risks and outcomes report](https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes). |  |  |  |
| Risk assessments have been carefully completed in consultation with any clinically vulnerable staff member, including women who are pregnant, who choose to take on roles that don’t allow for safe distancing. Whether this risk is acceptable has been discussed with them. |  |  |  |
| Determined staffing thresholds for opening/ remaining open in accordance with the current guidance, have been agreed with governors: enabling consistent pupil bubbles; minimising contact between children and staff; limiting changes in staff for each pupil group; and adhering to Early Years staffing ratios. |  |  |  |
| The NHS Test and Trace process is understood, including how to contact the local [Public Health England health protection team](https://www.gov.uk/guidance/contacts-phe-health-protection-teams). Staff members, parents/carers and any visitors to the school understand that they will need to be ready and willing to book a test and to self-isolate should the need arise. |  |  |  |
| Staff have been informed of self-isolation requirements (in the event that they or a member of their household is symptomatic for COVID-19 and / or has tested positive for COVID-19) and testing arrangements (in the event that they or a member of their household displays symptoms of coronavirus). |  |  |  |
| 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 |  |  |  |
| There are appropriately trained staff to implement mass asymptomatic testing in accordance with guidance <https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges>? |  |  |  |
| There are suitably trained staff to manage the testing of staff, when required, in accordance with guidance. |  |  |  |
| There is appropriate cover in terms of appointed persons e.g. emergency first aid at work trained staff / first aid at work trained staff and staff with a paediatric first aid qualification as determined by the school’s first aid needs assessment. |  |  |  |
| The school has assessed the impact of the crisis on individual staff and can support them/ signpost them to support e.g. loss, bereavement, anxiety. |  |  |  |
| The school has the processes and means to support staff well-being, including their mental health, and manage anxieties. |  |  |  |
| Staff are aware of the measures being taken by the school to ensure their well-being, including in respect of workload. |  |  |  |
| Consideration has been given as to whether and how the school will safely allow external visitors and who will be permitted e.g. contractors, LA personnel, external agencies supporting children etc. |  |  |  |
| 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 are aware of, and supported in the use of, the bereavement policy/ support available and how to access this for themselves, pupils or families. |  |  |  |
| COVID safe recruitment processes have been determined, continuing to adhere to safer recruitment requirements. |  |  |  |
| Staff induction processes are updated re. any new policies or procedures, alongside required safer recruitment checks. |  |  |  |
| Plans for the effective induction and support of new staff and NQTs are in place. |  |  |  |
| Extend or revisit any staff contracts or processes impacted by the current situation, communicating any changes to staff e.g. timescales. |  |  |  |
| There is a reliable means to keep staff informed and updated about the school’s risk assessment and actions and procedures arising from this. |  |  |  |
| Staff training needs arising from the risk assessment have been identified and met. |  |  |  |
| **Assessment Area: Pupil/ Parent Considerations** | **RAG** | **Action taken** | **Action to be taken** |
| Awareness of the impact of the crisis on individual pupils / families. |  |  |  |
| Parents and pupils understand the arrangements for mass asymptomatic testing and how this will be administered. |  |  |  |
| Remote learning is in place for all pupils not eligible to attend school and has been communicated to parents and pupils. This is published on the school website in accordance with guidance. |  |  |  |
| Arrangements are in place and clearly communicated to families of clinically extremely vulnerable pupils who should not attend school, including regular communication and remote learning. |  |  |  |
| The school has communicated with parents of clinically vulnerable pupils about the protective measures in place and to encourage their attendance in school, according to recent guidance and their own health advice. |  |  |  |
| An updated list is kept of vulnerable pupils who should be encouraged to attend school and of critical worker families whose children cannot be kept at home. |  |  |  |
| Pupils with EHCPs are encouraged to attend school. Protective measures being implemented have been discussed with pupils, parents and staff working with the pupil. |  |  |  |
| The school’s behaviour policy has been reviewed, amended and communicated to pupils, parents and staff taking into account, for example, safe conduct in school, the expectations of remote learning or during live lessons (in line with current guidance). |  |  |  |
| PPE needs have been assessed in terms of standard requirements (e.g. for cleaning, pupils’ care needs etc.) and emergency requirements (e.g. where a pupil / member of staff becomes ill with coronavirus symptoms whilst on site) with appropriate stock ordered as required and maintained in line with current guidance: |  |  |  |
| Pupils are organised into ‘bubbles’, according to current government guidance: groups are as consistent as possible; pupils’ contact with staff is minimised; staff changes are limited. |  |  |  |
| Drop off/ pick up protocols, minimising adult contact, have been written and communicated to parents, including: only 1 parent to attend the site; staggered times; allocated drop off/ pick up points; distancing measures; gathering at gates and doors is not allowed; attending the site by pre-arranged appointment only.  Signage is in place as appropriate to reinforce/ remind people of the messages. |  |  |  |
| The school has reviewed and agreed safety measures with any external providers of after school clubs/ wrap around care, including keeping pupils within the same daytime bubbles or maintaining consistent small groups within the provision, the use of space and equipment, cleaning. |  |  |  |
| **Assessment Area: Environmental/ Logistical Considerations (some overlap with H&S)** | **RAG** | **Action taken** | **Action to be taken** |
| Movement around the site and building is kept to a minimum. \*See note 1 |  |  |  |
| Designated places have been determined for carrying out testing, for first aid and should an individual present with symptoms in school. |  |  |  |
| Safe entrances/ exits/ circulation routes for staff and pupils are determined e.g. staggered timetables/ one or multiple entrance or exit points/ use of fire exit doors that open to fresh air utilised as primary entry/ exit points to reduce internal circulation and help separate groups. |  |  |  |
| Entry and exit arrangements have been communicated/ marked out and will be supervised as necessary e.g. instructions and/ or floor markings (in terms of circulation route or travel direction) for one way systems, always walking close to the left hand wall (from your perspective) when walking down corridors not designated as one-way. |  |  |  |
| An assessment of the rooms in use and the ability to socially distance, according to the current guidance, has been carried out. |  |  |  |
| Where there is the capability to, steps have been taken to limit interaction, sharing of rooms and social spaces between groups as much as possible. |  |  |  |
| The use of face coverings has been considered and decided in light of Government guidance and the school’s risk assessment. |  |  |  |
| 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 forward facing and socially distanced as much as possible, according to current government guidance, whilst taking into account circulation routes and emergency egress needs. Markings are in place where these are helpful e.g. seating places, designated carpet places etc. |  |  |  |
| Further alterations have been made to timetables that minimise mixing and contact e.g. class assemblies instead of whole school; break and lunchtime arrangements |  |  |  |
| Reduced capacity is stipulated for shared spaces (including specialist teaching areas, the staff room and dining room). Groups will not mix in these areas and adequate cleaning in between groups’ using them is ensured. |  |  |  |
| Resources designated for use have been determined and will be used as consistently as possible by a group, with appropriate cleaning/ quarantining, as per guidance, 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/ left unused between uses for 48 hours or 72 hours for plastic items. E.g. reading books, library books. |  |  |  |
| Use of outdoor spaces will be maximised. These areas and activities have been subject to suitable and sufficient risk assessment 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, other suitable arrangements have been made to ensure that pupils are provided with/ able to eat a meal during the day |  |  |  |
| Decisions have been made about allowing lettings, ensuring safety, social distancing and cleaning. |  |  |  |
| **Assessment Area: Travel/ Transport** | **RAG** | **Action taken** | **Action to be taken** |
| The school is encouraging walking/ cycling as opposed to using public transport. |  |  |  |
| Transport providers’ arrangements have been checked re. cleaning arrangements, vehicle size and capacity, space utilisation to allow for distancing of groups, users not sitting face to face, etc. 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. |  |  |  |
| There are systems and supervision in place to ensure organised queuing/ waiting/ boarding/ disembarking of transport. |  |  |  |
| Pupils in year 7 and above understand the requirement to wear face coverings on public transport, unless they are exempt <https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges>? |  |  |  |
| 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. |  |  |  |
| **Assessment Area: Cleaning/ Hygiene** | **RAG** | **Action taken** | **Action to be taken** |
| There are sufficient hand cleaning stations around the site and sufficient stocks of soap/ hand sanitiser to enable frequent and thorough hand cleaning. |  |  |  |
| Arrangements are in place, and staff suitably trained, to manage the safe storage and disposal of COVID19 testing equipment/ PPE etc. |  |  |  |
| Cleaning protocols and expectations have been revised. Objects and surfaces considered likely to be frequently touched / touched by multiple people have been identified for more frequent cleaning in all areas. [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings). |  |  |  |
| There are sufficient cleaning staff available, ensuring cleaning at appropriate times and as frequently as required by current government guidance. |  |  |  |
| Additional cleaning requirements have been assessed and additional hours allocated accordingly. |  |  |  |
| Arrangements are in place to ensure the regular cleaning of toilets. |  |  |  |
| There are sufficient lidded bins around the site and 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. |  |  |  |
| Adequate stocks of cleaning and hygiene materials and PPE (where required) are maintained (including additional stocks of tissues and paper towels if needed). |  |  |  |
| Relevant staff know procedures for re-ordering and the thresholds for re-ordering cleaning, hygiene and PPE supplies. |  |  |  |
| Site agent or other named person is responsible for monitoring and reporting stock levels of cleaning and hygiene materials. |  |  |  |
| **Assessment Area: H&S** | **RAG** | **Action taken** | **Action to be taken** |
| All statutory requirements for fire safety continue to be met in full e.g. Fire risk assessment and emergency evacuation arrangements reviewed to take into account any changes in the use and layout of the building (N.B.: where schools don’t have the internal expertise to do so, they should consult their schools fire risk assessment provider). |  |  |  |
| 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. There is a record of the training given to those people in the correct and safe use of PPE in these specific circumstances (putting on, taking off, disposing, what circumstances they wear specific items, etc.). |  |  |  |
| Plans detail when a school might need to be closed/ can remain open in part drawing on advice from PHE at the time 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. \*See note 2 |  |  |  |
| There is a process for removing face coverings and disposing of them/ keeping them safely when pupils and staff who use them arrive at school, and this is communicated clearly to them. |  |  |  |
| Health & Safety compliance checks are undertaken as required by H&S guidance.  e.g. fire alarm/ detection/ fighting equipment, emergency lighting, legionella checks, flushing, descaling, etc. (and recommissioning of systems where required – schools should check their water safety risk assessment/ management plan for actions required and/ or contact their risk assessor for advice). If the school has been closed, could also refer to the [Gvt guidance](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak#re-opening-after-a-lengthy-closure) where schools are reopening after a lengthy closure. |  |  |  |
| Review undertaken of premises aspects and equipment subject to statutory inspection, maintenance, testing etc. (e.g. fixed electrical, PAT, gas systems, pressure systems, lifts and lifting equipment, ventilation systems, etc., and remedial actions prioritised and scheduled accordingly. |  |  |  |
| **Assessment Area: Communications (a checklist relating to the above risks so some repetition)** | **RAG** | **Action taken** | **Action to be taken** |
| All staff know and understand this risk assessment checklist and the protocols in place. Any training needs have been identified and provided for. |  |  |  |
| School staff and parents understand the NHS Test and Trace process. The school understands how to contact their local [Public Health England health protection team](https://www.gov.uk/guidance/contacts-phe-health-protection-teams) and will ensure that staff members, parents/carers and visitors understand that they will need to be ready and willing book a test and self-isolate if necessary. |  |  |  |
| Ensure all staff are aware of the guidance and the school’s planned procedures re. ‘What Happens if Someone Becomes Unwell at an Education or Childcare Setting’?  <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> |  |  |  |
| Communications to staff and to parents about procedures should they, or a member of their household, have Coronavirus symptoms. . [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) |  |  |  |
| 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. |  |  |  |
| Remind staff, parents and pupils of the expectations re. wearing of face coverings where appropriate or required, frequent hand cleaning, respiratory hygiene and safe distancing.  Posters and signage to indicate areas which are closed off, one way systems put in place (where possible to try and limit people coming face to face in corridors and circulation areas), etc. |  |  |  |
| Protocols for attending the site, drop off, pick up and not gathering at gates or doors have been communicated to staff and parents. |  |  |  |
| 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 to ensure safety when providing personal/ care needs. |  |  |  |
| Communication with any contractors attending site e.g. caterers, cleaners, other contractors to fulfil statutory testing maintenance tasks, planned (or delayed and rescheduled) construction / building works, etc. The school will need to communicate with them to discuss plans for any works in light of new restrictions and processes in place within the school. |  |  |  |
| Communication with the transport providers/ LA re. transport arrangements and plans conveyed to parents, including the requirement to wear face coverings in accordance with guidance. |  |  |  |
| Provide parents with the guidance on safe travel. |  |  |  |
| Communication with lettings or before and after school providers about plans and arrangements. |  |  |  |
| **Assessment Area: Pupils in School** | **RAG** | **Action taken** | **Action to be taken** |
| Pupils are limited to bringing essential items only into school. |  |  |  |
| Pupils know where the hand cleaning stations are and to use them frequently. |  |  |  |
| Where possible keep older pupils 2m apart, especially in secondary schools. Brief transitory contact is low risk e.g. passing in corridors. |  |  |  |
| Pupils in year 7 and above understand the requirement to wear a face covering in communal areas and on public/ school transport and have been taught how to use and store face coverings safely. |  |  |  |
| Ensure that pupils are kept in consistent groups as far as possible whilst providing a broad and balanced curriculum and meeting their educational needs, in accordance with the current guidance and how that relates to age phases/ early years, primary or secondary. |  |  |  |
| Pupils know they must stay in the same groups and not mix beyond their own group. \*See note 3 |  |  |  |
| Movement between rooms is minimised where possible and there is an effective and appropriate timetable for cleaning the rooms in use. |  |  |  |
| As far as possible, pupils sit in the same place, at the same tables/ desks, are forward facing and provided with their own basic equipment as required. |  |  |  |
| Pupils know the protocols for using toilet areas, including to close toilet lids before flushing to prevent contamination via splashing, and rigorous hand hygiene. |  |  |  |
| Engage parents/ children in resources such as E-Bug and PHE school resources. |  |  |  |
| Explicitly teach and supervise: handwashing, tissue disposal and toilet flushing.” – from [latest guidance released](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles). |  |  |  |
| 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 after an absence. |  |  |  |
| Emotional support for pupils who may not be able to attend school e.g. health reasons/ in non-eligible 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 struggling to return or not attending on health advice. |  |  |  |
| Timetables and curriculum adapted to include more socially distant activities where needed. |  |  |  |
| On-going plans and activities to help pupils to socially distance and further plans to support SEND pupils to understand this. |  |  |  |
| Curriculum activities that cannot be undertaken 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 to pupils. The availability of which is communicated to parents. |  |  |  |
| SEND Reviews/ actions outstanding for pupils with SEND continue or have been rescheduled if required. |  |  |  |
| Arrangements have been made in respect of any specialist provision on site and communicated to all relevant people. |  |  |  |
| **Assessment Area: Safeguarding** | **RAG** | **Action taken** | **Action to be taken** |
| Any additional risk assessments required to safeguard vulnerable pupils, who are in school or who have been kept at home, are in place. |  |  |  |
| Any necessary changes or addendums have been made to the Safeguarding Policy, which has been reviewed in light of further changes e.g. the new expectations for remote learning. |  |  |  |
| Any necessary changes or addendums have been made to the school’s Attendance Policy. |  |  |  |
| Governors are aware of the interim safeguarding and school attendance 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 are 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/ partial opening. Any further reporting/ following-up needed? |  |  |  |
| Regular and frequent communication with vulnerable families whilst partially open and on return. |  |  |  |
| The e-safety/ online safety policy covers all safeguarding risks for pupils accessing learning at home. |  |  |  |
| Families’ access to support during partial opening has been evaluated e.g. food parcels, technology access and devices, support for learning, pastoral support. |  |  |  |
| Families that will need on-going engagement/ communication when schools are fully open again are being identified. |  |  |  |
| Safeguarding lessons learnt during this crisis? |  |  |  |
| **Assessment Area: Governance** | **RAG** | **Action taken** | **Action to be taken** |
| Governors’ understanding of the ways that the crisis is impacting on staff/ pupils/ the school and their ability to support the school during this time. |  |  |  |
| Governors are involved in the discussion and plans as the situation and the requirement of schools changes. |  |  |  |
| Governors know how they will support leaders, during the lockdown and the eventual return of pupils, and how they will assure themselves of the safety, mental health and well-being 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. |  |  |  |
| Governors have agreed the school’s risk assessment and have determined specific points at which to formally review this, as well as reviewing it when required due to changes in circumstances. |  |  |  |
| Governors have intentionally considered workload implications for Headteachers and other school staff, and measures are in place to ensure this is reasonable. |  |  |  |
| Governors have agreed a strategic development plan that meets all pupils’ needs and plans for progression in learning. |  |  |  |
| Governors/ leaders have determined how they will communicate the school’s plans as the situation changes/ pupils are able to return to school. |  |  |  |
| **Assessment Area: Financial/ business/ resourcing** | **RAG** | **Action taken** | **Action to be taken** |
| Catering contracts and facilities kept under review as the situation changes. |  |  |  |
| Any financial loss to the school/ ability to claim back losses from the government is known and understood, including any impact on funding linked to the school’s census/ Early Years funding. |  |  |  |
| Sufficient cleaning materials. |  |  |  |
| PPE available if appropriate. |  |  |  |
| Learning materials/ resources in stock ready for pupils’ eventual return. |  |  |  |

Notes:

1. Reduce movement around the building by accessing rooms directly from outside where possible and considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.

2. If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

3. Consider how to encourage young children to learn and practise these habits through games, songs and repetition.

**Please also refer to the following Government Guidance when completing the risk assessment checklist:**

[Actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/covid-19-school-closures).

[guidance for special schools, specialist colleges, local authorities and any other settings](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance)

Guidance re. children of critical workers and vulnerable children who can access education: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Contingency Framework for Education and Childcare Settings: <https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings>?

School Attendance: <https://www.gov.uk/government/publications/school-attendance>?

Protective measures for holiday or after school clubs: <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>?

Face coverings in education: <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

Mass asymptomatic testing in schools/ colleges: <https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges>?

Guidance on hand cleaning: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-3-prevention-and-control>

[COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).

[safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)

[COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)

[Early Years Foundation Stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

[Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)

[COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance))

[COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)