

COVID-19 Risk Management Assessment

Site / school name:			
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Staff ▪ Catering staff ▪ Cleaners ▪ Students 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ General childcare provision during COVID-19 school closures including social distancing ▪ Cleaning and sanitisation ▪ Food provision ▪ Property maintenance and compliance ▪ General site occupancy and site movement ▪ Personal hygiene 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Cleaning materials and equipment ▪ Catering equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises 		
Name of person completing this risk assessment:		Date of completion:	
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	

Record of risk assessment reviews

Date of review:		Reviewed by:		Comments / date of next review:
				▪

Risk Consideration Priority Matrix

	Risk consideration that if not managed has the potential for severe impact on a school, for which the Trust requires information on its management controls to be detailed as part of the school risk management review.
	Risk considerations that, if not managed, may have some impact on the school and should form part of the school risk management review.
	Risk consideration that do not present a significant risk but could form part of the school risk management review.

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
Social Distancing in Schools	<i>Description of the prioritised areas of risk and issues identified by the Trust as requiring consideration as part of this Risk Management Process - example below:</i>	<i>Please identify and describe how each risk consideration factor has been reviewed, rationalised and applied (or achieved differently / improved upon) at school level and what management arrangements have been put in place.</i>	<i>Identify and describe any additional actions or management arrangements that will need putting in place, over and above those already implemented, in order to ensure that risks are mitigated and managed effectively.</i>	<i>Identify any residual risks and issues that require further action and / or support and apply a RAG rating as per the matrix at the end of this document.</i>
	<i>Limit use of passenger lifts to essential users and only one at a time.</i>	<i>A list of essential users has been drafted and circulated to all staff. Signage has been placed at all lift entrances setting out usage requirements. Lift locked-off outside core hours. Lift usage to be supervised by staff.</i>	<i>Additional lift isolation keys to be procured and issued to staff to ensure that the lift can only be accessed / used in a completely controlled manner eliminating the need for excessive supervision during the day.</i>	<i>Additional lift isolation keys will take around 4 weeks to procure - as the list of essential users is large; the intervening period will necessitate additional staff supervision.</i>
	Schools should review the total space available for teaching activities, beyond classrooms. Classrooms of c. 56m ² should accommodate 14 people, allowing 4m ² per person. This should be applied to all other areas that are safe to use to aim for c 50% school occupancy. Ensure that fire exit routes are not compromised.	▪	▪	▪
	Class furniture will need to be moved or placed in a position to reduce pinch points, ensuring that free movement is possible.	▪	▪	▪
	Lock off any rooms / facilities not required and / or not in use - clean and “mothball” any areas identified as not being needed for extended periods of time. This will reduce potential contamination.	▪	▪	▪
	Consider school parking arrangement to reduce congestion. Priority must be given to disabled users and those identified as having health related issues. Provide relevant guidance to parents on drop off and pick up arrangements.	▪	▪	▪

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	Implement phasing and people-management at key times of the day to maintain social distancing such as pupil drop-off, break times, lunchtime and pupil pick-up.	▪	▪	▪
	Ensure that the responsibility for and management of any facilities shared with third-parties is clearly agreed and defined as is the interface with any third-parties in the shared use of those facilities in order to maintain effective social distancing.	▪	▪	▪
	Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.	▪	▪	▪
	Display signage prominently within school and on the outside of buildings to encourage social distancing (employ multiple-language signage where necessary).	▪	▪	▪
	Protect vulnerable staff and / or those with underlying health conditions by means of adjusting working hours as necessary so as to avoid contact with other school occupants - seek assistance from other staff members where appropriate to support usual duties that cannot otherwise be completed, and / or procure the services of external contractors (e.g. Trust in Blue for caretaker services) where required.	▪	▪	▪
	Display signage prominently at site entrances to encourage social distancing (multiple-language signage where necessary).	▪	▪	▪
	Limit parent vehicular access to car parks to essential car-users only -this will require active management at drop-off and pick-up times and potential pre-arrangements to be made - implications for the impact on local; residents resultant from increased on-street parking should be considered on an individual school basis.	▪	▪	▪

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	Staff engaged in managing pupil access and egress from main site entrance and exit gates could, if deemed necessary and appropriate, verbally engage with adults to support social distancing requirements.	▪	▪	▪
	Where possible, designate communal facilities such as toilets, cloakrooms and cycle racks to nearby discrete groups to reduce unnecessary pupil movement within school and assist social distancing - portable coat racks and cycle racks could be relocated.	▪	▪	▪
	Where possible designate one primary entrance to the school site and one, separate, primary exit - where this is not possible; entrance to and exit from sites at drop-off and pick-up times should be managed and supervised to maintain social distancing.	▪	▪	▪
	Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision.	▪	▪	▪
	Designate one primary entrance to each building (and one, separate, primary exit).	▪	▪	▪
	Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.	▪	▪	▪
	All pupil movement (individual or groups) within the school site and buildings to be supervised and managed.	▪	▪	▪
	Limit unnecessary pupil movement around the school to minimise contact with surfaces and assist social distancing - all ad-hoc movement to be managed / supervised / escorted (e.g. toilet breaks).	▪	▪	▪

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	Ensure that doors in areas that need control measures and / or are part of amended routes have adequate and working locks - key holders for such doors, particularly primary entrances and exits, must be appointed with at least two key holders always on-site at any one time.	▪	▪	▪
	Limit use of passenger lifts to essential users and only one at a time.	▪	▪	▪
	Schools that cannot implement a one-way system, particularly inside buildings should implement what amounts to a “give-way system” with provision of safe areas to wait in order to maintain social distancing.	▪	▪	▪
	Use barrier tape, floor markings and signage to clearly identify routes, corridors, access stairs and doors temporarily taken out of use.	▪	▪	▪
	Only one adult to accompany children to and from school - place notification signage outside the school entrances.	▪	▪	▪
	Extend and phase the time windows for pupil drop-off and pick-up to facilitate ease of management and social distancing.	▪	▪	▪
	Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people.	▪	▪	▪
	Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged.	▪	▪	▪
	Pupil movement from site entrance to buildings, entrance into buildings and internal movement to classrooms should be adequately staffed / managed to facilitate efficiency and social distancing.	▪	▪	▪
	Consideration has been given to the timing and management of visitors, contractors and deliveries to main reception and / or in the wider school environment in terms of maintaining hygiene and social distancing.	▪	▪	▪

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Fire Safety	With the use of new areas for teaching and activities, there may be parts of the school occupied that would otherwise be empty or little used. Please review the impact this may have on escape routes, access to emergency equipment and fire equipment (such as extinguishers). Where any amendment to an escape route is proposed, please agree with Estates.	▪	▪	▪
	All new starters must be aware of fire safety arrangements, and in the event of any alterations to fire safety arrangements this change must be relayed to all staff. Students returning must be inducted and told of any alteration that may impact on their safety.	▪	▪	▪
	For staff that are to be appointed as a fire marshal must be provide suitable training (Flick and supported by site familiarisation). Schools and staff are to be aware that no compromises are to be made with fire safety and that the life safety of staff and students is a priority.	▪	▪	▪
	For staff or students that require any assistance in the event of a fire, a PEEP must be completed. Where assistance is needed in the event of a fire, it must be acknowledged that social distancing requirements may not be met, but life safety must be prioritised in the event of a fire. NOTE: <i>It is recommended that those staff for students needing physical assistance are consulted and agree. In the failure of agreement, they are to follow the governments self-isolation or shielding guidance. In the event of direct physical assistance, it must be understood that social distancing is secondary to the life safety of occupants.</i>	▪	▪	▪

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Health & Medical Needs	Where there may be limited staff, the requirement to provide suitable first aid cover to all staff and students has been assessed with suitable first aid or paediatric first aid provided. Access to first aid facilities is maintained and the school suitable stocked with first aid sundries.	▪	▪	▪
	Staff or students with medical needs have been assessed and relevant consents in place. Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE if required. Guidance from LA has been provided to manage students with intimate care needs.	▪	▪	▪
Security	Consideration has been given to the security of high value items and personal belongings, ensuring that the school remains secure whilst in operation.	▪	▪	▪
	Whilst the school is not fully staffed, consideration is given to the main entry and exit points to the school, with suitable arrangements in place to ensure the security of the school from unauthorised visitors.	▪	▪	▪
Cleaning & Personal Hygiene	The school has in place suitable cleaning program to take into account the increased cleaning of commonly used items such as handles, counters, IT equipment etc.	▪	▪	▪
	Staff or contractors engaged in cleaning are provided with suitable PPE and are competent to undertake their cleaning duties. Risk assessments are in place for cleaning activities and chemicals not accessible to staff or students. Please refer to the Trust guidance on cleaning.	▪	▪	▪
	Cleaning is undertaken at a time where minimal disturbance is likely, reducing the risk to building occupants.	▪	▪	▪

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	The school has maintained good supply of soap and access to warm water for washing hands. Appropriate controls are in place to ensure the suitable sanitisation of student's hands following breaks, before meals and following the use of toilets.	▪	▪	▪
Property	The school has ensured that relevant property statutory compliance checks have been completed and records updated on Parago. Daily and weekly checks have been reinstated and pre-opening checklist completed.	▪	▪	▪
	All serious property concerns have been raised with the estates Team and appropriate steps in place to ensure the safety of all building occupants.	▪	▪	▪
Food Service	The school has reviewed its arrangement for food preparation, handling and serving and had implemented a safe system to ensure that adequate hygiene standards are maintained that that students are served food in a way that maintained good principals of social distancing.	▪	▪	▪
	Food serving areas have been reviewed and queuing and seating arranged to support good social distancing principals and where needed phasing of lunch and breaks to disperse peak demands on food service.	▪	▪	▪
	Suitable arrangements can be maintained to ensure allergy information is shared and communicated to all persons involved in food service.	▪	▪	▪

Overall Risk / RAG Rating Matrix

Likelihood	Description	Score
Low	No significant risk or low risk item that are well managed with no impact on school opening.	1
Medium	Some minor risk issues identified but management process in place within the school or trust to manage them.	2
High	Significant risk items identified that required rectification, or risk items beyond the school capability to manage.	3