

## Risk Assessment – School Reopening During Coronavirus (COVID-19) Pandemic

School Name:	St Michael's Preparatory School
Site Details:	La Rue de La Houquette, Five Oaks, St Saviour, Jersey
Risk Assessor's Name:	C L Taylor (Office Manager/H and S Coordinator)
Risk Assessment Date:	31st May 2020 Updated: 19.06.20 (v2) Updated: 19.08.20 (v3)
Governor's Approval:	N J Taylor (Chair of Governor's) 1st June 2020

### Risk Rating System:

Severity or most likely consequence: 1 = Minor/ No Injury. 2 = Lost Time / Injury. 3 = Major Injury/ Fatality

Likelihood of the incident occurring: 1 = Unlikely/ Infrequent. 2 = Possible/Occasional. 3 = Likely/ Frequent.

Risk Rating = Likelihood x Severity: 1 or 3 = Low Risk/ Priority. 4 or 6 = Medium Risk/ Priority. 7 or 9 = High Risk/ Priority

Risk Rating After Action Taken(control measures) = residual risk rating (Green=low) (Amber=Medium) (Red=high)

**Assessment** (Also refer to [Nursery Dept RA](#))

Description of Hazard	Who could be harmed and how?	Existing Control Measures	Likelihood x severity	Additional Action Required? (Yes / No)	Risk Rating (after action taken)
<b>Staff with underlying health conditions that may put them at increased or very high risk of severe illness from Coronavirus (COVID-19)</b>	Staff  Severe illness or death as a result of contracting Coronavirus (COVID-19) whilst at work	Identify those staff that have underlying health conditions that may put them at either increased or very high risk of severe illness from Coronavirus (COVID-19 i.e. those that are <a href="#">clinically vulnerable</a> or <a href="#">clinically extremely vulnerable</a> .  The latest government guidance document <a href="#">Coronavirus (COVID-19): reopening under the safe exit framework</a>  In addition to the <a href="#">Coronavirus (Covid-19) General Guidance for all Employers</a> , schools should follow the Government of Jersey's	1x3	Y	<b>1</b>

		<p>Operating within Jersey's safe exit framework, Guidance for Managers.</p> <ul style="list-style-type: none"> <li>● Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.</li> <li>● Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Physical distancing (PD) guidance</a> have been advised to take extra care in observing physical distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</li> <li>● If a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, <b>they can attend their education or childcare setting.</b></li> </ul>			
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		<ul style="list-style-type: none"> <li>● If a staff member lives in a household with someone who is clinically extremely vulnerable, as set out in the <a href="#">COVID-19: Shielding for Vulnerable people</a>, it is advised they only attend an education or childcare setting if stringent physical distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent physical distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Review personnel records to identify any staff that may be at increase, or very high risk of severe illness from Coronavirus (COVID-19). Returning to work questionnaire sent to all staff before they return to work at School.</li> <li>● Head should communicate to all staff to request that they urgently contact him, copy to Bursar, if they have an underlying health condition that puts them in either clinically vulnerable or extremely clinically vulnerable groups as defined in Government guidance.</li> <li>● Staff in extremely clinically vulnerable group self-isolate at home (in line with Government guidance on shielding) and advised that they must not attend work. Where possible, Line Managers to assign work that can be completed whilst they are home.</li> <li>● Staff in clinically vulnerable group should have individual risk assessment agreed with them and the Line Manager in accordance with guidelines. Clinically Extremely Vulnerable staff/pupils – follow shielding protocol</li> </ul>			
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<p><b>Pupils with underlying health conditions that may put them at increased or very high risk of severe illness from COVID-19 (i.e. those that are classed as clinically vulnerable or clinically extremely vulnerable).</b></p>	<p>Clinically vulnerable and clinically extremely vulnerable pupils.</p> <p>Severe illness or death as a result of contracting COVID-19 whilst at school.</p>	<p>Identify those pupils that have underlying health conditions that may put them at either increased or very high risk of severe illness from COVID-19, i.e. those that are <a href="#">clinically vulnerable</a> or <a href="#">clinically extremely vulnerable</a>.</p> <p>The latest government guidance document <a href="#">Coronavirus (COVID-19): reopening under the Safe Exit Framework</a>:</p> <ul style="list-style-type: none"> <li>● Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible.</li> <li>● Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</li> <li>● If a child or young person lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.</li> </ul>	1 x 3	Y	<b>1</b>

		<ul style="list-style-type: none"> <li>• If a child or young person lives in a household with someone who is extremely clinically vulnerable, as set out in the <a href="#">COVID-19: Shielding for Vulnerable people</a> it is advised they only attend an education or childcare setting if stringent physical distancing can be adhered to and in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on physical distancing. If stringent physical distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Review pupil health records to identify any pupils that may be classed as clinically vulnerable or clinically extremely vulnerable.</li> <li>• Parents of those pupils identified as being clinically extremely vulnerable to be advised formally that their child must not attend school. We will ensure that these pupils continue to be supported at home as much as possible (e.g. through provision of remote learning etc.).</li> <li>• For pupils identified as clinically vulnerable (but not clinically extremely vulnerable) and who want to come into school, parents to provide details of any medical advice and an individual risk assessment to be carried out and recorded to agree on suitable control measures to reduce the risk to an acceptable level. N.B. It is recommended that risk assessments are signed and dated by both the assessor and parents, and are regularly reviewed and updated in line with any changes.</li> <li>• For pupils who have been identified as living in a household with someone who is clinically extremely vulnerable (but are not clinically vulnerable or clinically extremely vulnerable themselves), a risk assessment will be carried out and recorded to determine whether stringent physical distancing can be adhered to whilst at</li> </ul>			
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		school. N.B. It is recommended that risk assessments are signed and dated by both the assessor and person being assessed, and are regularly reviewed and updated in line with any changes.			
<p><b>Lack of staff available to operate safe staff: pupil ratios and/or operate site</b></p> <p><b>Staff may need to self-isolate due to having an underlying health condition that may put them at increased or very high risk of severe illness from Coronavirus (COVID-19), or as a result of either themselves or a member of their household developing symptoms of Coronavirus (COVID-19)</b></p>	<p>All</p> <p>Various potential injuries as a result of lack of supervision, and/or lack of site staff</p>	<ul style="list-style-type: none"> <li>● Leadership Team.</li> <li>● Maintenance staff to complete opening and closing of the site, routine monitoring (such as weekly fire alarm checks, temperature checks and flushing for prevention of legionella etc.), and deal with any urgent maintenance issues.</li> <li>● Catering staff to provide food for pupils.</li> <li>● Cleaning staff to maintain high levels of cleanliness.</li> <li>● First aid and medical staff (please refer to the section of this risk assessment entitled ‘lack of adequate trained first aid/medical/administration of medication personnel’);</li> <li>● Staff trained to assist in emergency evacuations (please refer to the section of this risk assessment entitled ‘lack of adequate trained fire personnel’</li> <li>● Teaching staff to also supervise pupils where required.</li> </ul> <p><b>Control measures</b></p> <ul style="list-style-type: none"> <li>● Minimum staffing levels for supervision of pupils in School identified.</li> <li>● Minimum number of cleaning staff identified.</li> <li>● Minimum number of catering staff identified.</li> <li>● Identify key staffing scenarios that may trigger closure or partial closure of the school and take steps to mitigate these where possible.</li> <li>● Develop contingency plans for reduced numbers of staff in key areas.</li> </ul>	2x2	Y	2

<p><b>Suspected case of Coronavirus (COVID-19) on site</b></p> <p><b>Staff, pupils and/or contractors may display symptoms of Coronavirus (COVID-19) whilst on site</b></p>	<p><i>All</i></p> <p><i>Potential spread of Coronavirus (COVID-19) to other staff, pupils and others on site</i></p>	<ul style="list-style-type: none"> <li>• Staff and pupils eligible to attend the school should stay at home if they are unwell with a new, continuous cough and/or a high temperature to avoid spreading infection to others, and/or if they are self-isolating due to another person within their household developing symptoms. Otherwise they should attend education or work as normal (except for those in clinically vulnerable or extremely clinically vulnerable groups as identified above).</li> <li>• If a member of staff or contractor becomes ill with <a href="#">symptoms</a> of coronavirus whilst on site, they must be sent home and advised to follow the latest Government stay at home guidance available <a href="#">here</a>. They should not visit their GP, a hospital or a pharmacy.</li> <li>• If staff report feeling unwell with <a href="#">symptoms of COVID-19</a> they should be isolated, must not be permitted to work, and should return home as soon as possible.</li> <li>• They should follow <a href="#">isolation guidance</a> and phone the Coronavirus Help Line on +44 (0) 1534 445566. They may be entitled to COVID-19 specific <a href="#">sickness benefit</a>.</li> <li>• If a pupil becomes ill with symptoms of coronavirus whilst on site, they should initially be isolated (in Matron’s Room) before being sent home with their parent/carer and advised to follow the latest Government stay at home guidance available <a href="#">here</a>.</li> <li>• It would not be appropriate for pupils to be alone (whilst waiting to be collected) without adult supervision. Ideally, a window should be opened for ventilation.</li> <li>• If Matron’s Room is occupied, they should be moved to an area which is at least 2 metres away from other people.</li> <li>• If they need to go to the toilet while waiting to be collected, they should use a separate toilet.</li> <li>• The bathroom and all areas used by the sick pupils and/or staff should be cleaned and disinfected using standard cleaning products before being used by anyone else. Follow the <a href="#">CYPES Cleaning Strategy Guidance</a></li> </ul>	<p>3x2</p>	<p>Y</p>	<p><b>2</b></p>
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		<p>not just leave the site without informing that school that they have developed symptoms of Coronavirus).</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Regularly brief staff and pupils on the symptoms of COVID-19.</li> <li>• Display posters informing of symptoms in prominent locations.</li> <li>• tell pupils, parents, carers or any visitors, such as approved contractors and service providers, not to enter the school if they are displaying any <a href="#">symptoms of COVID-19</a></li> <li>• Have in place a written procedure outlining the steps to be followed should a member of staff, pupil, visitor or contractor display symptoms whilst on site (including procedures for recording, tracking and tracing as per <a href="#">Government guidelines</a> and ensure that this is communicated to all staff.</li> <li>• Consider means of communication to staff, pupils and parents following a confirmed case at the school, and agree on who will be responsible for coordinating this.</li> <li>• Ensure that staff, pupils, contractors and other persons coming onto site are briefed on the procedures to follow should they become ill with symptoms of COVID-19 whilst on site and that this is refreshed periodically in line with any changes to the government guidance and/or the school's own procedures.</li> <li>• Identify suitable isolation rooms (Matron's Room) for any suspected cases and ensure that suitable signage is in place.</li> <li>• Review movements of suspected case(s) and ensure that suitable <a href="#">cleaning</a> is undertaken in line with the government guidance</li> </ul>			
<p><b>Failure to implement suitable physical distancing measures whilst staff, pupils and others are on site (including eg. hallways,</b></p>	<p>All</p> <p>Potential spread of Coronavirus (COVID-19) between staff,</p>	<p><b>Children will be kept in double Year Group 'bubbles' (N&amp;R, Y1&amp;Y2, Y3&amp;Y4, Y5&amp;Y6, Y7&amp;Y8S) to reduce the number of contacts that each child has. As far as possible the following should remain constant:</b></p> <ul style="list-style-type: none"> <li>• children will be in their Form. Different double Year Groups (YG) Bubbles will not mix during the School day.</li> </ul>	1x3	Y	2

<p><b>corridors, playgrounds, pathways, toilets)</b></p>	<p>pupils and others on site</p>	<ul style="list-style-type: none"> <li>● same location - ensure that wherever possible children use the same room or area (this could be a sectioned off part of a hall) throughout the day and on subsequent days</li> <li>● same facilities – if possible assign toilets to Year Groups.</li> <li>● Consider allocating specific areas of the outdoor area for each group</li> <li>● It is preferable for the same staff to be assigned to each Year group and where possible they should not move between double YG bubbles. If necessary, teaching staff can teach different bubbles providing strict physical distancing is observed between the teacher and the children.</li> <li>● settings should record which children are in each double YG bubble, which location and facilities they are assigned to and which staff are associated with each bubble. This will facilitate contact tracing and cleaning should someone become symptomatic or test positive.</li> <li>● Secondary and Primary age pupils, including EYFS (within their double YG bubbles) are not required to PD.</li> <li>● Staff should PD from pupils and each other (at least 1 metre, preferably 2 metres where possible).</li> <li>● EYFS staff understandably may not be able to PD from pupils.</li> <li>● Heads of Departments are involved in developing the process and take responsibility for implementation in their area.</li> </ul> <p><b>Control measures:</b> One of the most effective ways to minimise the spread of the COVID-19 virus is for adults to maintain a <a href="#">physical distance</a> of at least one metre and preferably two metre. Mirroring the Safe Distancing Regulations, schools should aim to take ‘reasonably practicable steps’ to observe safe distancing within their premises for adults (1-2 metres).</p> <p>Schools are not designed to have PD separation between pupils and staff at all times. Therefore, in order to maintain PD it may be</p>			
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		<p>necessary on occasion to utilise spaces other than classrooms for teaching, such as halls or outdoor spaces.</p> <p><b>In the teaching areas:</b></p> <ul style="list-style-type: none"> <li>● turn desks to face the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (from talking, coughing, sneezing).</li> <li>● pupils to sit in the same place every day.</li> <li>● if the teacher has to move between bubbles then procedures must be in place to ensure that the teacher maintains at least 1 metre from the children at all times, consideration needs to be given as to how they will assist the children, mark work etc. If the teacher cannot maintain the physical distancing from the children (e.g. in Reception and Key Stage 1) then they should not move between bubbles.</li> </ul> <p><b>In all other areas:</b></p> <p>A minimum 1 metre (ideally two-metre) distance between adults and adults-pupils must be maintained at all times. This is particularly important where pupils / staff are likely to be together for 15 minutes or more. The following should be considered to help achieve this:</p> <ul style="list-style-type: none"> <li>● place tape on floors and desks to illustrate the PD regulations.</li> <li>● supervise breaks to ensure PD between double Year Groups is maintained. If more than one double YG bubble, are having a break at the same time, then playgrounds and fields should be demarcated, so that double YG Bubbles have their own areas to play</li> <li>● stagger entry times into school, break and lunch times to minimise gatherings of children and parents.</li> <li>● limit numbers of staff in communal staff areas e.g. staff room at the same time.</li> </ul>			
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		<ul style="list-style-type: none"> <li>● where appropriate, create a one-way system for circulation, entering and leaving the buildings, using tape and signs to indicate the direction of flow/travel, no entry etc.</li> <li>● 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.</li> <li>● access rooms directly from outside where possible.</li> <li>● restrict hallway and staircase use through staggered release of classes.</li> <li>● use the posters provided for schools on gov.je to help explain.</li> </ul> <p><b>Using 'halls' for teaching</b></p> <ul style="list-style-type: none"> <li>● 'halls' can be used as additional teaching space.</li> <li>● all outside doors should be open to ensure maximum natural ventilation.</li> <li>● children must be seated in their Form bubbles.</li> <li>● different areas of the hall should be clearly marked out.</li> <li>● each double YG bubble should be assigned to a given location in the hall and there should be at least four metres between different double YG bubbles (to allow for movement at a safe distance).</li> <li>● the teacher(s) must remain minimum 1 metre (ideally two metres) away from all children and staff.</li> <li>● measures must be in place to ensure that there is not interaction between double YG bubbles within the hall.</li> </ul> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>○ each double YG bubble has a different arrival / departure time</li> <li>○ each double YG bubble is assigned a different entry door (if possible)</li> </ul>			
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		<ul style="list-style-type: none"> <li>o each double YG bubble should not have to walk through another double YG bubble to get to their desk / go to the bathroom etc.</li> </ul> <p><b>Ventilation:</b></p> <ul style="list-style-type: none"> <li>• All spaces should be well ventilated using natural ventilation (opening windows), or ventilation units.</li> <li>• Decide which activities will be delivered, how and when.</li> <li>• Consider which activities could be delivered outdoors (subject to weather conditions).</li> <li>• Allocate teaching and support staff and refresh the timetable in light of the above.</li> </ul> <p><b>Good Hygiene Practices:</b></p> <ul style="list-style-type: none"> <li>• Frequent hand cleaning and good respiratory hygiene practices.</li> <li>• All children and staff will be educated on good practices.</li> <li>• Children will have scheduled hand washing between every activity supervised by staff.</li> <li>• Alcohol based hand gel will be located at key points; entry to the School, entry to the dining hall, entry to every building to be used by the pupils, staff and visitors will be required to clean hands every time they enter or exit a building.</li> <li>• <b>Regular cleaning of settings.</b> <ul style="list-style-type: none"> <li>o Ensure sufficient cleaners are available.</li> <li>o Consider teams of cleaners (to cover for illness)</li> <li>o <a href="#">CYPES Cleaning Strategy</a> to be adhered to, including:</li> <li>o Areas will be cleaned before arrival of a group and after its departure (including specialist teaching rooms).</li> <li>o Consider areas not being used remaining locked and not accessible to staff and pupils.</li> </ul> </li> </ul>			
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		<ul style="list-style-type: none"> <li>o Where pupils or staff do enter 'specialist' areas for specific activities, they will be cleaned before the next group (double YG bubble) uses the area.</li> <li>o Resources and toys that pose a high risk to pupils due to the difficulty in keeping them clean (eg. Soft toys/dressing up in EYFS) will be removed.</li> <li>o Heads of Department should implement a regime to clean toys and resources shared by pupils. Where this risk cannot be effectively mitigated, the material must be locked away.</li> <li>o Doors of classrooms and buildings will be left open (using door wedges), while pupils and staff are present, to minimize touch areas. Staff in charge of each group of pupils are responsible for closing doors after the last 'bubble' has left.</li> </ul> <p><b>Minimising contact and mixing:</b> Staffing and the curriculum will be modified to minimize the number of staff in contact with each bubble.</p> <ul style="list-style-type: none"> <li>o Where (subject) staff move between double YG bubbles they must hand wash and/or sanitise before/after working with each YG bubble.</li> <li>o Staff may be required to accompany their group through break, lunch and any outside activity in order to ensure they minimize contact and mixing with other staff and other bubbles.</li> <li>o Break times should be staggered where possible, or bubbles allocated different locations around the School to avoid mixing.</li> <li>o Lunch times should be staggered, with surfaces being cleaned and sanitised before and afterwards.</li> <li>o Pupils should remain in their double YG bubble for lunch and not mix with other bubbles.</li> <li>o Only staff supervising the bubbles should have lunch with that particular double YG bubble.</li> </ul>			
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		<ul style="list-style-type: none"> <li>o organise separate double YG Bubble areas for breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.</li> <li>o multiple groups of children should only be in the playground at the same time if you can ensure that groups will not mix</li> <li>o play equipment that cannot be cleaned between different groups of children should not be used (e.g. climbing frames).</li> <li>o ensure that toilets do not become crowded by limiting the number of pupils who use the toilet facilities at any one time.</li> <li>o switch off hand dryers and provide paper towels.</li> <li>o Physical activity should take place outdoors with appropriate physical distancing where necessary.</li> <li>o Indoor sports facilities should only be used for PE curriculum in wet weather and not at all by community user groups.</li> <li>o Sports Hall/CH Studio/Old Gym can be used for other non-physical activities, but different double YG bubbles should not mix and adequate cleaning between use by different bubbles must take place in line with the <a href="#">cleaning strategy</a>.</li> <li>o limit the amount of shared resources within bubbles and ensure thorough cleaning between the use of different double YG Bubbles.</li> <li>o limit the resources that pupils take home and store each item for 72 hours before giving to another child (for example if a child brings back a reading book on Monday then don't issue it to another child until Friday).</li> <li>o prevent the sharing of stationery and other equipment where possible.</li> <li>o shared materials and surfaces should be cleaned and disinfected between double YG Bubbles.</li> <li>o practical lessons can go ahead if equipment can be cleaned thoroughly between double YG Bubbles.</li> </ul>			
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		<p><b>Administering First Aid and Intimate Care:</b></p> <p>Where a child requires first aid and other essential care and it is not possible for the child to administer it to themselves under supervision of an adult and it is not appropriate to wait for a parent to arrive the staff member can get closer than two metres to the child. If possible, this should be the member of staff that is assigned to their double YG bubble, but it is recognised that this will not always be possible.</p> <p>In such cases no additional PPE, other than that which would be normally recommended to complete the task, is necessary.</p> <p>The staff member should be reminded to thoroughly wash their hands for a minimum of 20 seconds before and after attending to the child.</p> <p>Action to take if a child or member of staff develop symptoms while at school</p> <p>Ensure that all staff are aware of the <a href="#">symptoms of COVID-19</a>.</p> <p>Provide a single designated room as a defined contaminated zone and keep the student / staff member there until they are picked up. Open a window if possible.</p> <p>Call the parents, or nearest family member (in the case of a member of staff) to arrange collection. They should be advised to contact the Coronavirus helpline on +44 (0) 1534 445566 as soon as possible. In an emergency, call 999 if they are seriously ill or injured or their life is at risk.</p> <p>Staff attending to the sick person should wear PPE before entering any contaminated zone and remain in PPE until they leave. PPE will be provided to each school setting in line with the guidance.</p>			
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		<p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>After the designated room or contaminated area has been used the area should be cleaned by your service provider or in-house team in line with the <a href="#">cleaning strategy</a>. PPE in line with the guidance is required.</p> <p>The member of staff that has helped the person who was taken unwell with symptoms should remove and securely dispose of the PPE and wash their hands thoroughly for 20 seconds. If they feel their clothes have been contaminated, by someone coughing or sneezing on them, they should change these. <b>They do not need to go home unless they themselves are symptomatic.</b></p> <p><b>Daily drop off, pick up and safe access to the school's premises/Office area.</b></p> <ul style="list-style-type: none"> <li>● consider the safe access and egress of parents, visitors and contractors to the school setting (signing in/out, access around the facilities and contact with staff)</li> <li>● pick up and drop off procedures should be reviewed, including, signage and markings to ensure those accessing the school site remain physically distanced from other people.</li> <li>● parents are discouraged from gathering at school gates/on School campus and should be encouraged to stay in their cars. New 'drop and go' signage in place at front of school.</li> </ul> <p><b>Outdoor space</b></p> <p>Use outdoor space as much as possible for:</p>			
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		<ul style="list-style-type: none"> <li>● learning and recreation</li> <li>● exercise and breaks</li> <li>● outdoor education</li> </ul> <p><b>School visits / Use of School minibuses:</b> School visits should be carefully considered and only arranged where appropriate PD and safety arrangements can be met. School minibuses may be used.</p> <ul style="list-style-type: none"> <li>● The School Morning Minibus service will operate with strict PD and safety measures in place. (Operated by Signature)</li> <li>● Brief staff and pupils regularly on the measures in place.</li> <li>● Only essential staff meetings are to take place and consider suitable physical distancing methods, such as use of Google Meet, or where this is not possible, limiting the number of attendees and holding meetings in a large well-ventilated room where staff can remain at least 1m (preferably 2m) apart. <ul style="list-style-type: none"> <li>● Ensure that class sizes reflect the numbers of teaching staff available and are kept as small as possible.</li> <li>● There will be no multi double Year Group bubble activities (i.e. no Assemblies, sport or other large gatherings).</li> <li>● Parents should not gather at drop off or pick up.</li> <li>● Parents to be directed to remain in their vehicles - pupil/s go to the vehicle and get straight in. <ul style="list-style-type: none"> <li>○ normal arrival time and there is a natural stagger at collection times.</li> <li>○ Staff located in appropriate areas to ensure physical distancing and safety are maintained during drop-off and pick-up.</li> </ul> </li> </ul> </li> <li>● Equipment should not be shared between staff and/or pupils such as keyboards, phones, musical instruments etc.</li> <li>● Pupils must not bring in equipment from home beyond that required for their own personal use for work.</li> <li>● Pupils will have their own tray or use their School Bag for books and stationery. These items will not be shared.</li> </ul>			
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		<ul style="list-style-type: none"> <li>• PPE for COVID-19 is not required or recommended in any early years setting.</li> <li>• PPE will be available for use in the event of a child or member of staff becoming symptomatic and needing care prior to leaving the premises.</li> <li>• Follow the guidance on the use of <a href="#">cloth masks</a>.</li> </ul>			
<b>Failure to implement suitable physical distancing measures – staff offices, meetings rooms and staff rooms/ rest areas</b>	<p>All</p> <p>Potential spread of COVID-19 between staff, pupils and others on site.</p>	<p>Decide how the <a href="#">physical distancing</a> principles can best be applied for your Staff Offices, Staff Room and Work Rooms.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Staff that can work from home may be asked to continue to work from home to limit the number of staff on site.</li> <li>• Staff on site will take staggered breaks along with their pupil groups. Staff should hand wash/sanitise before/after moving to another area/room.</li> <li>• Stagger the use of offices, staff rooms, rest areas and toilets to limit occupancy.</li> </ul> <p>Maximum <b>5 staff</b> in Staff Room at any one time.  Maximum of <b>3 staff</b> in the Staff Kitchen at any one time.  Maximum of <b>2 staff</b> using the Staff Work Room at any one time.</p> <ul style="list-style-type: none"> <li>• Review office layouts and processes to allow staff to work further apart from each other. (Maximum of two staff sitting at the front desk (2 metres apart)</li> <li>• Installation of plexiglass barriers for areas where staff may be required to closely interact with multiple persons (e.g. Offices, Boardroom, Class teachers desks).</li> <li>• Staff meetings to be held outdoors in the specially erected marquee (a large, well ventilated room) with suitable physical distancing measures in place (minimum 1 metre apart). Number of individuals to be kept to a minimum, and meeting to be kept as short as possible. (N.B. For areas where regular meetings take place such</li> </ul>	1x3	Y	<b>2</b>

		as meeting rooms, use floor signage and/or other signage to help people maintain physical distancing).			
<b>Failure to implement suitable physical distancing measures – contractors and visitors</b>	All  Potential spread of COVID-19 between staff, pupils and others on site.	Please refer to the sections of this risk assessment on ‘ Non-essential contractors/ visitors attending site’ and ‘Essential contractors/ visitors attending site’ for further information.	1x3	Y	<b>2</b>
<b>Staff, pupils, contractors not implementing suitable hygiene practices</b>	All  Potential spread of Coronavirus (COVID-19) between staff, pupils and others on site	<b>Hand-washing and respiratory hygiene:</b>  Regular and thorough hand-washing is essential for everyone within a school setting. The following should be followed: <ul style="list-style-type: none"> <li>● regular and thorough hand-washing by staff, pupils, and all visitors.</li> <li>● hands should be washed with soap and water for 20 seconds and dried thoroughly using paper towels.</li> <li>● as a minimum, children should wash their hands, on entry into school, after breaks, before and after eating, after using any shared equipment / resources, and after sneezing or coughing and before going home.</li> <li>● ensure that help is available for pupils who have trouble cleaning their hands independently.</li> <li>● provide hand sanitiser hand gel (70%) dispensers in prominent places around the school/workplace. Make sure these dispensers are regularly refilled.</li> <li>● Staff must ensure that no children will have unsupervised access to hand sanitiser.</li> <li>●</li> </ul>	2x2	Y	<b>2</b>

		<p><b>Control Measures:</b></p> <ul style="list-style-type: none"> <li>● ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning/administration environments.</li> <li>● ensure proportionate supplies of soap, anti-bacterial gel and cleaning products are supplied.</li> <li>● Regularly (on return to School and at least weekly thereafter) brief staff and encourage children not to touch their mouth, eyes and nose.</li> <li>● Regularly (on return to School and at least weekly thereafter) brief staff and encourage children to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</li> <li>● consider how to encourage young children to learn and practise these habits through games, songs and repetition.</li> <li>● Use of moisture guards on brass/wind instruments, to help minimise dispersal of droplets from instruments.</li> <li>● Singing will take place in double YG bubbles only. Each bubble located in a different venue to other bubbles. Eg. congregational singing.</li> </ul> <p>Note that some children and young people will need additional support to follow these measures (for example, routes round school marked with meaningful symbols, and social stories to support them in understanding how to follow rules)</p> <ul style="list-style-type: none"> <li>● (NHS advice on handwashing, including a video, is available <a href="#">here</a>).</li> <li>● Display posters in key locations to remind staff, pupils and others of good hand and respiratory hygiene practices.</li> </ul>			
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<p><b>Non-essential contractors/visitors/hirers attending site</b></p>	<p>All Potential spread of Coronavirus (COVID-19) between staff, pupils and others on site</p>	<ul style="list-style-type: none"> <li>• Non-essential visitors, including contractors and facilities hirers should be cancelled or postponed.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Undertake a review of persons expected to attend site and determine those that are non-essential (e.g. visitors, contractors, lettings etc.).</li> <li>• Inform non-essential persons that they must not attend the site until further notice.</li> <li>• Entry to the site controlled via reception/security etc. whereby any non-essential persons can be denied access.</li> <li>• Consider signage on school entrance, Offices etc. to advise on who is/is not permitted to access the site.</li> <li>• Review any lettings and notify hirers of continued closure.</li> </ul>	<p>1x1</p>	<p>Y</p>	<p>1</p>
<p><b>Essential contractors/visitors attending site.</b></p>	<p>All. Potential spread of COVID-19 to staff pupils and others from persons visiting site.</p>	<p>Restricted access to the School site will continue, to only those persons who are essential. This may include contractors required for maintenance/ repair services, deliveries, and in some cases visitors, such as parents. Where contractors/ visitors are required to enter the School, reasonable precautions must be taken to prevent them potentially transmitting the virus to staff, pupils or other persons on site.</p> <p>Consider using the <a href="#">Visitor and Contractor Induction Checklist</a>. This addresses risks associated with COVID-19.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Hold meetings with would-be visitors remotely (i.e. video-calls/ conferencing) where possible.</li> <li>• visits should be scheduled for times when the setting is closed to children wherever possible, where this is not possible children should be moved from the area where work will be undertaken</li> </ul>	<p>1x3</p>	<p>Y</p>	<p>2</p>

		<p>prior to arrival of the contractor and the area should be cleaned prior to readmitting the children to it.</p> <ul style="list-style-type: none"> <li>● deliveries and other contractors who need to attend the workplace should be given clear instructions of your requirements while they are on site.</li> <li>● minimise the number of staff attending to deliveries and contractors as much as possible.</li> <li>● make alcohol-based hand sanitiser available for staff after physically handling deliveries.</li> <li>● drivers to remain in vehicles and use contactless methods such as mobile phones to communicate with your staff wherever possible.</li> <li>● ask deliveries and contractors to use, electronic paperwork where possible.</li> <li>● set up alternatives to requiring signatures and if a pen or other utensil is required for signature use your own or ask that it is cleaned or sanitised before use.</li> <li>● Record to be kept of all contractors/ visitors attending site. (this will be extremely important going forward for tracking and tracing should any go on to develop symptoms).</li> <li>● Obtain confirmation from contractors/ visitors that they do not have symptoms of COVID-19, or other cold/ flu symptoms prior to them attending site.</li> <li>● Arrange for deliveries to be left in a designated area, near to the entrance to prevent the need for couriers to enter the school buildings.</li> <li>● Upon arrival at the site, staff to brief contractors/ visitors to: <ul style="list-style-type: none"> <li>○ Wash their hands with soap and water for at least 20 seconds regularly whilst on site (and after using the toilet, before eating or handling food, and after blowing their nose/ sneezing/ coughing), and prior to leaving the site;</li> <li>○ Maintain good respiratory hygiene practices (i.e. cover their mouth and nose with their bent elbow or tissue when they cough or sneeze, 'catch it, bin it, kill it');</li> </ul> </li> </ul>			
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		<ul style="list-style-type: none"> <li>o The need to avoid touching their face (and especially the eyes, nose and mouth); and</li> <li>o The need to follow the <a href="#">physical distancing guidance</a> whilst on site (N.B. you may need to instruct them on one way systems to follow etc.).</li> <li>● Staff to maintain social distancing when escorting contractors/ visitors.</li> <li>● Ensure visiting contractors are aware of the ' COVID-19 risk assessment, preferably prior to attending the site and ensure that they comply with the specified control measures.</li> <li>● Clean/ disinfect areas that have been temporarily occupied by contractors or visitors.</li> <li>● Provide sanitiser for contractors to use whilst onsite.</li> </ul>			
<b>Lack of adequate cleaning regime leading to indirect transmission of the virus through contact with contaminated surfaces/ equipment.</b>	All.  Potential spread of COVID-19 between staff, pupils and others on site.	<p>Tests have shown that the virus can survive on surfaces for periods of days, depending on the surface material and environmental conditions. It is therefore imperative that surfaces that occupants may touch are regularly cleaned following the <a href="#">CYPES Cleaning Strategy</a> regulations.</p> <p>There should be particular emphasis on regularly cleaning surfaces that are frequently touched by different groups of staff and pupils, such as door handles, switches, stairway railings.</p> <p>Specialist teaching rooms (eg. Science, Engineering, Art and Music,swimming pool changing areas, dance studio and sports hall) will be sanitised between use by different double Year Group bubbles.</p> <p>Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, sinks, toilets more regularly than normal. Toilets must be thoroughly cleaned and disinfected every hour because of the frequent gastrointestinal shedding of the coronavirus.</p>	1x3	Y	<b>2</b>



		<p>Where it is safe to do so prop doors open (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. Check to ensure all fire doors are closed at the end of each day.</p> <p>Ensure that bins for tissues / hand towels are emptied throughout the day.</p> <p>As a minimum the above cleaning measures should all be completed after the children arrive in the morning, after morning break and after the lunch break (except for the hourly cleaning of toilets as above).</p> <p>St Michael's employs its own cleaning staff, and is therefore responsible for ensuring that suitable procedures are in place, suitable personal protective equipment (PPE) is made available and worn/taken off and stored correctly; and that suitable training is provided.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Review cleaning regime for general areas (e.g. consider areas of the school that will be occupied, location of frequently touched objects and surfaces such as doors, lifts, sinks, light switches, toilets, bannisters, lunch tables etc.), suitability of existing cleaning substances and equipment used etc.), with a view to improving the frequency and intensity of cleaning.</li> <li>● Review cleaning regime/ procedures required for any shared/ multi-touch items (e.g. toys, books, pens, desks, chairs, DSE equipment, musical instruments etc.) to ensure that suitable cleaning and disinfection methods are employed between uses. (N.B. you may consider using colour-coded containers for clean and used items in classrooms (such as used pens, toys etc.).</li> <li>● Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.</li> <li>● Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</li> </ul>			
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		<ul style="list-style-type: none"> <li>● Staff and pupils to use allocated desks/ tables. Hot desking to be avoided. Desks/ tables to be appropriately cleaned prior to each new user.</li> <li>● Ensure that COSHH assessments are completed for any new cleaning substances introduced as a result of your review. Eg. Virabact for sanitising surfaces.</li> <li>● Regularly review stocks of cleaning substances, equipment, and PPE and purchase additional stocks in good time. Ensure routine cleaning and disinfection of frequently touched objects and surfaces (e.g. door handles, handrails, tables etc.) as per the <a href="#">CYPES Cleaning Strategy</a>.</li> <li>● Provide disinfectant wipes or sanitizer and paper towel, near to commonly used equipment for staff to use throughout the day.</li> <li>● Cleaning staff to be provided with suitable PPE (i.e. disposable gloves and aprons as a minimum).</li> <li>● Cleaning staff to be provided with training on any changes to the cleaning regime, including any new cleaning substances / equipment and/or PPE (<b>N.B. all training should be recorded</b>).</li> <li>● Cleaning schedules to be compiled (or update existing schedules to reflect changes), using guidance from the States <a href="#">Covid-19 Workplace Safety Plan</a></li> <li>● Integrate cleaning regime with timetable, so that any shared areas eg toilet facilities are cleaned between groups.</li> <li>● Ensure routine cleaning and disinfection of frequently touched objects and surfaces (e.g. door handles, handrails, tables etc.).</li> <li>● Minimize cleaning requirement by leaving doors open (use of wedges), removing furniture or objects where appropriate.</li> </ul>			
<b>Lack of adequate cleaning regime for areas known, or suspected to be contaminated</b>	All  Potential spread of Coronavirus (COVID-19)	<ul style="list-style-type: none"> <li>● Ensure that suitable procedures are in place, suitable PPE is made available and worn/taken off, and stored correctly; and that suitable training is provided. Follow Government <a href="#">Isolation Guidance</a>.</li> </ul>	1x3	Y	<b>2</b>

<p><b>(e.g. Matron's Room) from quarantine suspected/confirmed cases of Coronavirus (COVID-19), prior to next use</b></p>	<p>between staff, pupils and others on site</p>	<p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Review suitability of existing cleaning substances, equipment, and PPE for use on areas known or suspected to be contaminated.</li> <li>● Ensure that COSHH assessments are completed for any new cleaning substances introduced as a result of your review, eg Virabact multi-surface sanitiser.</li> <li>● Review stocks of cleaning substances, equipment, and PPE and purchase additional stocks in good time.</li> <li>● Close and secure the contaminated room/area where possible to restrict access until cleaning has been undertaken. Where possible, leave the area/room closed and wait for 72hrs before cleaning as the amount of virus living on surfaces will have reduced significantly.</li> <li>● Cleaners to follow the Government guidance on COVID-19: Cleaning: Once symptomatic, all surfaces that the person has come into contact with must be cleaned including: <ul style="list-style-type: none"> <li>● all surfaces and objects which are visibly contaminated with body fluids</li> <li>● all potentially contaminated high-contact areas such as toilets, door handles, telephones</li> </ul> </li> </ul> <p>Public areas where someone with the infection has passed through and spent minimal time in (such as corridors), but which are not visibly contaminated with body fluids do not need to be specially cleaned and disinfected.</p> <p>If a person becomes ill in a shared space, it should be cleaned using disposable cloths and household detergents, according to current recommended workplace legislation and practice.</p> <ul style="list-style-type: none"> <li>● Waste from possible cases and cleaning of areas where possible cases have been (including any disposable cloths and tissues) to</li> </ul>			
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		<p>be double bagged and stored/disposed of in line with the Government guidance.</p> <ul style="list-style-type: none"> <li>● Potentially contaminated laundry items to be washed in accordance with the manufacturer’s instructions using the warmest water setting and items dried completely..</li> <li>● Cleaning staff to be provided with suitable PPE (i.e. disposable gloves and aprons as a minimum, with use of protection for the eyes, mouth and nose for heavily contaminated areas such as visible bodily fluids from a person known to have or suspected of having COVID-19).</li> <li>● Cleaning staff to be provided with training on the latest Government guidance and this is refreshed in line with any changes to the guidance (<b>N.B. all training should be recorded</b>).</li> <li>● Cleaning staff to be provided with training on any new cleaning substances (eg. Virabact multi-surface sanitiser), equipment and/or PPE (<b>N.B. all training should be recorded</b>).</li> </ul>			
<p><b>Catering provision</b></p> <p><b>Spread of infection through multi touch-points at drinks machines, salad bars and serveries</b></p>	<p>All</p> <p>Potential spread of Coronavirus (COVID-19) between staff, pupils and others on site</p>	<p>There is currently no evidence that food is a source of Coronavirus (COVID-19) and it is very unlikely it can be transmitted through the consumption of food, according to EFSA (European Food Safety Authority). “It is very unlikely that you can catch coronavirus from food. COVID-19 is a respiratory illness. It is not known to be transmitted by exposure to food or food packaging” (source: <a href="#">Department for Environment Food &amp; Rural Affairs</a> 16/05/2020).</p> <ul style="list-style-type: none"> <li>● The main transmission route of the virus is assumed to be direct human to human contact. Based on what we know about similar viruses, the virus would be inactivated through thorough cooking and the disinfection of food preparation surfaces using appropriate methods (source: Food Standards Scotland, 24/03/2020).</li> <li>● Suitable procedures must be in place to minimise the risk of infection and suitable training must be provided. Ref: Catering</li> </ul>	1x2	Y	1

		<p>Department - Hazard Analysis Critical Control Point (HACCP) document.</p> <ul style="list-style-type: none"> <li>● Government guidance could be subject to change and refresher training will need to be provided to staff undertaking food preparation following any changes to the guidance.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Review the guidance documents <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a> and ensure that a risk assessment outlining how the guidance will be implemented is compiled. Ensure that procedures are updated where necessary, and that staff receive training on any changes (N.B. any training should be recorded).</li> <li>● Review and identify multi-touch points of service at serveries, salad bars, and drinks stations and either eliminate, or reduce where possible. <ul style="list-style-type: none"> <li>○ Staff should wear a mask when collecting food from the self-service area.</li> <li>○ No use of drinks machines, water fountains etc.</li> <li>○ No sharing of utensils, condiments etc between groups.</li> <li>○ No sharing of water jugs between different bubbles.</li> <li>○ All food and drink served to pupils.</li> <li>○ All touch points in dining rooms/eating areas cleaned between sittings.</li> </ul> </li> <li>● Review and increase cleaning regimes for areas where food is prepared and consumed.</li> <li>● Staff and pupils to wash their hands thoroughly before and after meals and/or use sanitiser.</li> <li>● Provide staff responsible for preparing food with refresher training in personal hygiene and correct handwashing techniques.</li> <li>● Ensure that staff responsible for preparing food are aware of and follow the latest Government guidance by providing</li> </ul>			
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		<p>regular refresher training (<b>N.B. all training should be recorded</b>).</p> <ul style="list-style-type: none"> <li>• Increase cleaning frequency of all food/drink preparation /provision areas.</li> <li>• Ensure antibacterial/antiviral wipes/spray provided at water coolers/drinks preparation areas.</li> </ul>			
<b>Lack of adequate trained fire personnel</b>	<p><i>All</i></p> <p><i>Various injuries ranging from minor to serious, or death arising from poorly executed fire evacuation</i></p>	<ul style="list-style-type: none"> <li>• As a result of the Coronavirus (COVID-19) pandemic, there may be a reduced number of staff and pupils on site. The staff on site may also change due to illness of either themselves, or other members of their household; and this could include managers and other staff with key roles in fire evacuation procedures (e.g. responsible persons, fire marshals etc.). The risk of fire is ever present, and as such procedures must continue to respond accordingly and are flexed and adapted to any changes in staff.</li> <li>• Physical distancing should be maintained where reasonable throughout an evacuation. Existing fire procedures may result in staff/pupils being in close proximity to each other and breaching current social distancing advice.</li> <li>• As a result of the change in operations, staff and pupils may be working and learning in areas of the school site that are not familiar to them and so may not be aware of the escape routes and assembly points.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Review staff with key roles in fire procedures (e.g. responsible persons, fire marshals etc.) to determine who is available.</li> <li>• Identify further key persons required, together with deputies/cover, and provide training accordingly. (<b>Any training should be recorded</b>). Where cover of key roles is in place ensure changes are promulgated throughout the School.</li> </ul>	1x3	Y	2

		<ul style="list-style-type: none"> <li>Ensure that all staff are aware of their responsibilities during a fire evacuation and provide refresher training where required (<b>N.B. any training should be recorded</b>).</li> </ul>			
<b>New fire hazards as a result of implementing control measures for COVID-19.</b>	<p>All.</p> <p>Increased risk of fire, and/or delays in persons evacuating from the building.</p>	<p>Existing fire procedures direct staff and pupils to fire assembly points with well rehearsed layouts, resulting in staff/pupils being in close proximity to each other and breaching current physical distancing advice.</p> <p>As a result of the change in operations to implement physical distancing measures, staff and pupils may be working and learning in areas of the school site that are not familiar to them and so may not be aware of the escape routes and assembly points.</p> <p>Consider any potential new fire hazards introduced as a result of implementing control measures for COVID-19, such a propping doors open to minimize multi-touch points and improve ventilation, the installation of any physical barriers to assist with physical distancing, and storage of large quantities of alcohol hand rub etc.).</p> <p>Ensure that fire risk assessment and fire procedures are reviewed and updated as a result of any changes.</p> <p>Ensure that any Personal Emergency Evacuation Plans (PEEPs) are reviewed and updated as a result of any changes to your fire procedures. (<i>At present St Michael's does not have any PEEPs</i>)</p> <p>Ensure that any changes to the fire risk assessment and/or fire procedures are communicated to staff.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>Review fire assembly points to ensure that they are conducive with physical distancing advice where possible (i.e. that building</li> </ul>	1x3	Y	2

		<p>occupants will not be required to congregate in small areas). <b>St Michael's will use the East Field (Rugby/Athletics Field)</b> to ensure physical distancing. Returning pupils and staff will be informed of this new area and the current physical distancing regulations.</p> <ul style="list-style-type: none"> <li>● Ensure that staff working in areas of the school site that are not familiar to them are briefed on the fire procedures and complete a walkthrough to identify escape routes, fire exits and assembly points.</li> <li>● Ensure that pupils learning in areas of the school site that are not familiar to them are briefed on the fire procedures (e.g. escape routes, fire exits and assembly points etc.).</li> <li>● Consider any new fire hazards introduced as a result of implementing control measures for COVID-19 (such a propping doors open to minimise multi-touch points and improve ventilation, the installation of any physical barriers to assist with physical distancing, and storage of large quantities of alcohol hand rub etc.) and ensure that the fire risk assessment is reviewed and updated.</li> <li>● Ensure that the fire procedures are continually reviewed and updated to consider any changes required.</li> <li>● Ensure that any changes to the fire risk assessment and/or written fire procedures are communicated to staff.</li> </ul>			
<b>Lack of adequate trained first aid/administration of medication personnel</b>	<p>All</p> <p>Various injuries/illness as a result of delayed access to first aid/administrati</p>	<ul style="list-style-type: none"> <li>● As a result of the Coronavirus (COVID-19) pandemic, there will be a reduced number of staff on site. The staff on site may also change due to illness of either themselves, or other members of their household; and this could include trained first aiders and/or those responsible for administering medication. The risk of injury/illness is ever present, and as such procedures will still need to respond accordingly and be flexed and adapted to any changes in staff.</li> </ul>	1x2	Y	<b>2</b>



	on of medication	<p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Review list of trained first aiders and those staff responsible for the administration of medication to determine who is available during the school day..</li> <li>● Review the requirement taking account of reduced staff and pupils.</li> <li>● Review the latest guidance noting the specific best endeavours guidance on pediatric first aiders for children over 2 but under 5.</li> <li>● Work to ensure that adequate coverage remains in place whilst the school site is operational.</li> </ul>			
<b>Provision of first aid/ medical treatment to asymptomatic/ symptomatic individuals.</b>	<p>Staff administering first aid/ medical treatment.</p> <p>Staff administering first aid/ medical treatment could contract COVID-19 from the individual being treated.</p>	<p>Matron and First aiders may need to provide treatment to both asymptomatic and symptomatic individuals, resulting in a risk of them contracting COVID-19 and spreading it to others.</p> <p>The government guidance document <a href="#">Reopening of Schools/Covid-19 symptoms</a> states that: Children and staff with symptoms must follow the <a href="#">isolation guidance</a>. If a child or member of staff have symptoms or someone in their household has symptoms, they need to immediately isolate at home and then call the helpdesk on +44 (0) 1534 445566 to arrange testing. They should follow the isolation guidance to determine when they can come back into school. If a child in a class has symptoms the parents of other class / group members should be informed immediately and asked to look out for the signs of symptoms in their children. If a child in the class is confirmed COVID-19 then contact tracing may involve testing (see below) of some or all of the children in the classroom.</p> <p>A register must be in place to record the contact details of all those that are on site each day such as parents, approved contractors and external agencies in addition to a register as to which children are present within each class group and in what room. If children are off school with COVID-19 symptoms this should also be recorded.</p>	1x3	Y	2

		<p>Parents are asked to keep any sick children at home. If a child showing symptoms comes to school, schools will isolate the child and make arrangements to send them home.</p> <p>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.”</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Review written first aid and medical procedures and risk assessments to account for the risk of members of staff dealing with asymptomatic and symptomatic individuals and to outline PPE requirements.</li> <li>● Review PPE to ensure that suitable supplies are available for those staff that may be required to care for symptomatic individuals (i.e. fluid-resistant surgical masks, disposable gloves, disposable aprons, and splash proof eye protection).</li> <li>● Ensure that first aiders and in-house medical staff are trained on the new procedures, including what PPE is required, and how to put on, take off, and dispose of items of PPE (N.B. any training should be recorded).</li> <li>● Review bodily fluid and infection control procedures.</li> </ul>			
<b>Lack of risk assessments for any new/adapted teaching activities</b>	<p>All</p> <p>Various injuries arising from teaching activities</p>	<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>● During this time staff may choose to introduce new or adapted activities for their pupils. These new or adapted activities may not fall under the School’s existing risk assessments and so this will need to be addressed. Any hazards presented by the new/adapted activities need to be identified, together with suitable control measures to either eliminate or reduce the risk.</li> </ul>	1x2	Y	<b>1</b>

		<ul style="list-style-type: none"> <li>Any higher risk activities could be forbidden during the pandemic to limit the likelihood of staff/pupil injuries (as access to healthcare is likely to be negatively impacted by the pandemic).</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>Ensure that staff are briefed on the need to complete risk assessments prior to the introduction of any new/adapted teaching activities.</li> <li>Ensure that any other staff involved in the new/adapted activity are briefed on the content of the risk assessment.</li> </ul>			
<p><b>Security risks arising from unoccupied buildings and/or parts of the premises</b></p>	<p>All</p> <p>Various injuries, damage to property and/or theft of property as a result of trespasser(s) gaining access</p> <p>Lack of insurance cover for unoccupied buildings as a result of not meeting conditions and/or implementing measures required by insurers</p>	<ul style="list-style-type: none"> <li>Due to reduced site activities, closure of sports facilities and more remote operation, there are buildings and internal/external areas of the site that are left unoccupied for long periods. The School will become more theft attractive. To minimise possible risks to unoccupied premises it is important that swift action is taken to protect them. If your premises become unoccupied in whole or in part, you should concentrate on risk reduction and loss prevention.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>Identify all unoccupied buildings and internal/external areas of the site.</li> <li>Review all unoccupied buildings and internal/external areas with a focus on risk reduction and loss prevention: <ul style="list-style-type: none"> <li>Security – safeguard the building and ensure protective locks, CCTV in use/active.</li> <li>Ensure that utilities (such as water supply) to the empty premises are disconnected when possible, or isolated. This should not hinder fire protection, heating, safety, or security purposes.</li> </ul> </li> </ul>	1x2	N	1

		<ul style="list-style-type: none"> <li>o Ensure that the building is inspected internally and externally at least once a week where possible and keep a written record of the inspection.</li> </ul>			
<b>Increase in staff lone/remote working whilst on site</b>	<p>Staff</p> <p>Various injuries arising from a lack of direct supervision</p>	<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>● Due to reduction in staff and pupil numbers on site as a result of physical distancing and self-isolation, there may be an increase in the number of staff undertaking lone or remote working activities. For example, maintenance staff opening/closing the site alone, or undertaking high risk maintenance tasks (e.g. work at height, use of machinery etc.) in unoccupied areas of the site including external grounds. There will also be a smaller number teaching staff spread out across the site to enable better physical distancing between groups of pupils.</li> <li>● The lone/remote working policy should be reviewed and updated where necessary.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Review the revised returning Year Groups timetables to identify any additional instances of lone working.</li> <li>● Constantly review sickness and absence to assess impact on instances of lone working.</li> <li>● Consider lone/remote working activities being undertaken across the site and ensure that risk assessments are completed (or that any existing risk assessments are reviewed and updated).</li> <li>● Ensure that staff undertaking lone/remote working activities are briefed on the content of the risk assessments and provided with training where necessary (N.B. any training should be recorded).</li> </ul>	1x2	Y	1
<b>Legionella risk arising from unused buildings</b>	All	<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>● Due to reduced site activities, closure of sports facilities there may be buildings and internal/external areas of the site that are left</li> </ul>	1x3	Y	1

<p><b>and/or parts of the premises</b></p>	<p>Exposure to legionella bacteria leading to serious illness or death</p>	<p>unoccupied for long periods. As a result, there is likely to be a significant increase in the infrequently used outlets which could give rise to a legionella risk if not addressed.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Identify all unoccupied buildings and internal/external areas of the site.</li> <li>● Review list of infrequently used outlets.</li> <li>● Ensure regular flushing to conform to statutory guidance.</li> <li>● Ensure that both the legionella risk assessment and legionella written control scheme are updated in line with the above.</li> <li>● Ensure that any staff tasked with actions relating to the legionella written control scheme (e.g.maintenance staff etc.) are advised of the changes.</li> </ul>			
<p><b>Poor ventilation</b></p>	<p>All.  Poor levels of ventilation leading to an increased risk of the spread of COVID-19.</p>	<p>The general aim should be to supply as much outside air as possible, with a high air change rate. For buildings with mechanical ventilation systems this may be achieved by adjusting the system settings. Windows and doors may also be used to create additional air flow (although only if safe to do so). The recirculation of air should be prevented, and the settings of any heating and ventilation systems should therefore be adjusted accordingly.</p> <p>Further guidance is available from the Federation of European Heating, Ventilation and Air Conditioning Associations in their guidance document entitled <a href="#">How to operate and use building services in order to prevent the spread of the coronavirus disease (COVID-19) virus (SARS-CoV-2) in workplaces</a> which provides a summary of practical measures for building services operation including:</p> <ul style="list-style-type: none"> <li>● Secure ventilation of spaces with outdoor air.</li> <li>● Switch ventilation to nominal speed at least 2 hours before the building usage time and switch to lower speed 2 hours after the building usage time.</li> </ul>	<p>1x3</p>	<p>Y</p>	<p>1</p>

		<ul style="list-style-type: none"> <li>● At nights and weekends, do not switch ventilation off, but keep systems running at lower speed.</li> <li>● Ensure regular airing with windows (even in mechanically ventilated buildings).</li> <li>● Keep toilet ventilation 24/7 in operation.</li> <li>● Avoid open windows in toilets to assure the right direction of ventilation.</li> <li>● Instruct building occupants to flush toilets with closed lid.</li> <li>● Switch air handling units with recirculation to 100% outdoor air.</li> <li>● Inspect heat recovery equipment to be sure that leakages are under control.</li> <li>● Switch fan coils either off or operate so that fans are continuously on.</li> <li>● Do not change heating, cooling and possible humidification setpoints.</li> <li>● Do not plan duct cleaning for this period.</li> <li>● Replace central outdoor air and extract air filters as usual, according to maintenance schedule.</li> <li>● Regular filter replacement and maintenance works shall be performed with common protective measures including respiratory protection.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Staff should open windows where possible and safe to do so.</li> <li>● Assessing which doors (if any) can be propped open to improve ventilation (N.B. this will need to be considered from a fire risk assessment perspective, and your fire risk assessment updated where appropriate, as well as considering safeguarding and security risks) and advising staff on which doors can be propped open and the procedures to follow (e.g. that staff must remove any wedges and close doors when rooms are left unoccupied etc.).</li> </ul>			
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		<ul style="list-style-type: none"> <li>Ensuring that building services operation is reviewed against the guidance provided by the Federation of European Heating, Ventilation and Air Conditioning Associations in <a href="#">How to operate and use building services in order to prevent the spread of the coronavirus disease (COVID-19) virus (SARS-CoV-2) in workplaces</a>.</li> </ul>			
<b>Failure to complete adequate cleaning and checks prior to reopening the School</b>	<p>All</p> <p>Various issues could arise as a result of not completing the necessary checks</p>	<p>St Michael's has remained operational (administration, maintenance and cleaning departments) throughout the Covid-19 Lock-down period However, the following checks should be undertaken prior to reopening.</p> <p><b>Areas will include:</b></p> <ul style="list-style-type: none"> <li>Completing a visual inspection of the site to determine levels of cleanliness and identify any damage or other concerns.</li> <li>Sanitising all areas prior to occupation.</li> <li>Testing/ inspecting all relevant fire safety equipment and systems before allowing employees and pupils back onto site. This will include: <ul style="list-style-type: none"> <li>A full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate).</li> <li>A test of the emergency lighting system across the site.</li> <li>A visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged.</li> <li>Checking that fire escape routes are clear of any obstructions.</li> <li>Checking that final fire escape doors are unlocked and operational.</li> <li>Checking the operation of internal fire doors to ensure that they close properly.</li> <li>Checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.</li> </ul> </li> </ul>	1x3	Y	2

		<ul style="list-style-type: none"> <li>● Statutory inspections must be up to date in line with the periods set out within the written scheme (e.g. lifting equipment, pressure systems etc.). The statutory obligations for thorough examination and testing remain in place all reasonable efforts to arrange for them to be carried out within the statutory time limits is expected. If a failure occurs due to a safety related fault, enforcement action may be taken.</li> <li>● Legionella. Refer to the ‘Legionella risk arising from unused buildings and/or parts of the premises’ section of this risk assessment for further information.</li> <li>● Identifying any other formal maintenance inspections, testing, or specialist cleaning which may have been missed during the initial lockdown period and arranging for these to be completed before reoccupation where required (e.g. inspection of fixed electrical wiring, gas appliances, deep cleaning of the kitchen extraction system etc.).</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Complete a visual inspection of the buildings to determine levels of cleanliness and identify any damage or other concerns.</li> <li>● Review maintenance records to determine any inspections, tests and/or specialist cleaning that may have been missed during the initial lockdown period and/or that will be required prior to reopening.</li> <li>● Arrange for a competent person to test/ inspect all relevant fire safety equipment and systems to ensure that they are fully operational prior to reopening.</li> <li>● Complete a visual inspection of all ACMs prior to reopening to confirm that there has been no damage during the initial lockdown period. If any damage is identified, the area is to be isolated immediately and asbestos consultant contacted for their advice.</li> <li>● Ensure that a written plan is formulated to ensure that all necessary inspections, tests, and cleaning are undertaken prior to</li> </ul>			
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		reopening (N.B. you may wish to develop a checklist for this). N.B. if there are any inspections, tests, and/or specialist cleaning that cannot be undertaken prior to reopening for any reason then you will need to consider the legal and safety implications and seek competent advice where necessary.			
<b>Fear/ anxiety caused by returning to school.</b>	<p>Staff, pupils, and parents/ carers.</p> <p>Staff, pupils, and/or parents/ carers may suffer negative mental health effects as a result of fear/ anxiety about returning to the school.</p>	<p>Individuals will respond in different ways to being asked to return to school. Some may have little or no concerns, but for others it may cause high levels of fear and anxiety and have a negative impact on their mental health. It is important that the School tries to establish the likely impact that returning to the School will have on mental health and take steps to alleviate worries or concerns where possible.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Use questionnaires to identify those who have serious concerns about returning to the workplace and may suffer negative mental health effects if asked to do so.</li> <li>• Provide staff, pupils and parents with details of the measures that St Michael’s will be taking to minimize the risk of them contracting the virus at the school. The Risk Assessment should be made available to all staff.</li> <li>• Identify any specific concerns that employees, pupils, and/or parents have (e.g. certain activities or areas of the site) and address these concerns where possible.</li> <li>• Make reasonable adjustments where possible to alleviate concerns on a case by case basis.</li> </ul>	2x2	Y	2
<b>Lack of adequate pupil safeguarding procedures for virtual/online taught sessions, including 1:1</b>	<p>Staff and pupils.</p> <p>Various potential</p>	The majority of St Michael’s pupils have returned to school, with a small number remaining at home. School will need to take steps to ensure that child protection/ safeguarding procedures are reviewed and updated where necessary. Consideration should be given to the shift in teaching and learning Staff must be clear on what is/is not	2x2	Y	2

sessions such as music lessons etc.	safeguarding issues.	<p>acceptable in terms of methods of communication with their pupils and consider how risks arising from virtual/online provision (especially 1:1 sessions such as music lessons) can be minimised. The BSA has provided some additional guidance available <a href="#">here</a>, and the ISI has produced some prompts available <a href="#">here</a>.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Child protection/ safeguarding procedures reviewed and updated against the government guidance documents <a href="#">Coronavirus (COVID-19): safeguarding in schools, colleges and other providers</a> and <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a> to consider potential issues with the shift towards virtual/online teaching and learning. Policy revision approved by Governors.</li> <li>• Staff and volunteers to be provided with a copy of the updated child protection/ safeguarding policy (e.g. via email, available on staff intranet etc.) and briefed on the key changes.</li> <li>• Copy of updated child protection/ safeguarding policy to be made available publicly (e.g. on the school's website).</li> <li>• Child protection/ safeguarding policy to be kept under review as the situation evolves and following changes to the government guidance.</li> </ul>			
<b>Prolonged absence of the Designated Safeguarding Lead (DSL) or other key safeguarding staff</b>	All  Lack of suitable safeguarding staff leading to issues with recording and reporting	<ul style="list-style-type: none"> <li>• The DSL (and/or other key safeguarding staff) may be absent from the school as a result of the pandemic.</li> <li>• Plans for absence/illness, should be reviewed given the current situation. Ultimately, appropriate safeguarding arrangements will need to be in place.</li> </ul> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Review key safeguarding staff available in light of the current situation.</li> <li>• DE would have to assume role of DSL if RL became unavailable.</li> </ul>	1x1	N	1

		<ul style="list-style-type: none"> <li>School staff to be kept up to date on any changes to the DSL or other key safeguarding staff i.e. they should be aware of who to contact should they have any concerns, and how they can contact them.</li> </ul>			
<p><b>Failure to update the child protection/ safeguarding policy to reflect new procedures as a result of COVID-19</b></p>	<p>Staff and pupils</p> <p>Various potential child protection/ safeguarding issues</p>	<p>The UK government guidance document <a href="#">Coronavirus (COVID-19): safeguarding in schools, colleges and other providers</a> states that: “Schools and colleges will have an effective child protection policy in place reflecting business as usual. It is likely that the policy will not accurately reflect new arrangements in response to COVID-19. It is important schools and colleges (led by a DSL or deputy, wherever possible) review and revise their child protection policy and keep it under review as circumstances continue to evolve. In some cases, a COVID-19 annex/addendum that summaries any key COVID-19 related changes might be more effective that re-writing and re-issuing the whole policy.”</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>DSL or Deputy DSL to lead a review of the school’s existing child protection/ safeguarding policy against the Government guidance and to ensure that it reflects: <ul style="list-style-type: none"> <li>Any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, MASH etc, reporting mechanisms, referral thresholds and children in need.</li> <li>What staff and volunteers should do if they have any concerns about a child.</li> <li>The continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns.</li> <li>DSL (and deputy) arrangements.</li> </ul> </li> </ul>	1x1	Y	1

		<ul style="list-style-type: none"> <li>o The continued importance for school staff to work with and support children’s social workers and the local authority for looked-after and previously looked-after children.</li> <li>o Peer on peer abuse - given the very different circumstances the school is operating in, a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach).</li> <li>o What staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how the school responds to any such concerns).</li> <li>o Any arrangements to support children the school are concerned about who do not meet the ‘vulnerable’ definition.</li> <li>o What arrangements are in place to keep children not physically attending the school safe, especially online, and how concerns about these children should be progressed.</li> <li>o Governors to approve the amended and updated policy.</li> <li>● Staff and volunteers to be provided with a copy of the updated child protection/ safeguarding policy (e.g. via email, available on staff intranet etc.) and briefed on the key changes.</li> <li>● Copy of updated child protection/ safeguarding policy to be made available publicly (e.g. on the school’s website).</li> </ul>			
<b>Lack of adequate communication related to COVID-19 procedures to staff, pupils, parents/ carers, contractors and visitors</b>	All Staff, pupils, parents, contractors and visitors not being made	<p>The Government guidance document states that the School should consider the following steps:</p> <ul style="list-style-type: none"> <li>● Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection).</li> </ul>	1x3	Y	<b>2</b>

	aware of procedures	<ul style="list-style-type: none"> <li>● Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.</li> <li>● Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimizing adult to adult contact (for example, which entrance to use).</li> <li>● Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</li> <li>● Also think about engaging parents and children in education resources such as e-bug and PHE schools resources.</li> <li>● Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</li> <li>● Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers.</li> <li>● Discuss with cleaning staff the additional cleaning requirements and agree additional hours to allow for this.</li> </ul> <p>Employers have a duty to consult employees on health and safety. Staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the school. Staff should be encouraged to identify, speak up and provide feedback on risks and control measures.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>● Develop communication plan to consider both internal and external communications.</li> <li>● Liaise with in-house staff and suppliers (e.g. cleaning, catering, food supplies, hygiene supplies etc.) to ensure that they are aware of the school's needs upon reopening (please also refer to the</li> </ul>			
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		<p>sections of this template risk assessment covering cleaning and catering).</p> <ul style="list-style-type: none"> <li>● Compile and issue formal communications to parents to advise them of key information including: <ul style="list-style-type: none"> <li>○ That they and/or their child/ren must not enter the school site if they are displaying any symptoms of COVID-19 and to follow the <a href="#">Government's Covid-19 guidance</a>.</li> <li>○ That parents should remain in their cars at drop off/pick up.</li> <li>○ Not to gather at the school gates/entrances/doors and to maintain physical distancing.</li> <li>○ Their designated drop off/pick up point and times.</li> <li>○ That they must not enter the buildings unless they have a pre-arranged appointment.</li> <li>○ Procedures for pre-arranged appointments (i.e. where they should report upon arrival, hygiene procedures, how physical distancing will be maintained etc.).</li> <li>○ Copies of relevant risk assessments to demonstrate how you intend to minimize the risk.</li> </ul> </li> </ul>			
<b>Failure to implement and adhere to the latest Government advice/guidance</b>	All Failure to adhere to Government advice/guidance resulting in increased risk of infection	<ul style="list-style-type: none"> <li>● As the pandemic evolves together with scientific knowledge of the virus, advice is being issued and amended almost daily. It is imperative that the School keeps up to date with the latest advice on Coronavirus (COVID-19) available at websites such as: <ul style="list-style-type: none"> <li>○ <a href="https://www.gov.je/Health/Coronavirus/EducationChildcare/Pages/ReopeningOfSchools.aspx">https://www.gov.je/Health/Coronavirus/EducationChildcare/Pages/ReopeningOfSchools.aspx</a></li> <li>○ <a href="https://www.gov.je/health/coronavirus/Pages/Index.aspx">https://www.gov.je/health/coronavirus/Pages/Index.aspx</a></li> <li>○ <a href="https://www.gov.je/Health/Coronavirus/BusinessAndEmployment/Pages/CoronavirusBusinessAdvice.aspx#Cleaning">https://www.gov.je/Health/Coronavirus/BusinessAndEmployment/Pages/CoronavirusBusinessAdvice.aspx#Cleaning</a></li> <li>○ <a href="https://www.gov.je/SiteCollectionDocuments/Education/ID%20Schools%20Cleaning%20Strategy.pdf">https://www.gov.je/SiteCollectionDocuments/Education/ID%20Schools%20Cleaning%20Strategy.pdf</a></li> <li>○ Independent Schools' Bursars Association available at: <a href="https://www.theisba.org.uk/">https://www.theisba.org.uk/</a></li> </ul> </li> </ul>	1x3	Y	1

		<p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Member of staff (or number of staff) to complete a daily review of the above and any other key information channels and feed back key points to SLT.</li> <li>• SLT to review key points and decide on any actions required.</li> <li>• Develop action plans to implement any changes to school operations, with periodic monitoring by SLT.</li> <li>• Ensure that this risk assessment is reviewed and updated in line with any changes to the guidance.</li> </ul>			
<p><b>Failure to gain approval for, and monitor the implementation and effectiveness of this risk assessment (and any associated policies/ procedures)</b></p>	<p>All.</p> <p>Failure to adhere to the content of this risk assessment and any related policies/ procedures leading to increased risk of the spread of COVID-19 on site and possibility of criminal prosecution and/or civil litigation.</p>	<p>Ensure that the risk assessment is agreed at Board level.</p> <p>Put measures in place to ensure that the content of this risk assessment and any related policies/ procedures are being properly implemented and adhered to. Ensure that suitable procedures are in place to monitor their effectiveness.</p> <p><b>Control measures:</b></p> <ul style="list-style-type: none"> <li>• Ensure that this risk assessment is reviewed and agreed at Board level prior to reopening. If possible, Governors Risk and Compliance Committee to initially review the Risk Assessment before being submitted to main board for approval.</li> <li>• Nominate a member of Leadership Team to take overall responsibility for the implementation and monitoring of the risk assessment and any related policies/ procedures.</li> <li>• Develop procedures to monitor compliance, such as checklists etc. and task relevant staff with completing and reviewing them.</li> <li>• Ensure that this risk assessment and any related policies/ procedures are reviewed and updated where required, and that updates are communicated to staff and where relevant, parents and pupils.</li> </ul>	1x2	Y	1

