

## Coronavirus (COVID-19): Health and safety risk assessment checklist template

Using the latest Government guidance, this risk assessment checklist has been produced to help schools reopen from the 1<sup>st</sup> September 2020. The checklist is subject to change with any updates that are released by the Government. **This is a live and active document which must be shared with all staff and reviewed on a regular basis** to ensure it meets the changing environment to control the spread of the virus.

The checklist outlines the control measures that are required by the Government to be put in place to reduce the risk of transmission of the virus and continue to shield the extremely vulnerable.

Where other separate health and safety procedures and written documents have already been produced (e.g. risk assessments currently in place and school policies), these can simply be referenced and updated in the checklist. There is no need or requirement for procedures to be recorded again in this document.

**The checklist has been completed by the Headteacher and sections have been delegated to other staff where appropriate.**

*Note: This checklist has been produced by SMBC*

### 1) Building management prior to wider opening

Risk controls to be put in place	How will this be achieved	Assigned to:	Date completed:
<p>All building maintenance and Health and Safety compliance checks e.g. hot and cold water systems, gas safety, fire safety, kitchen equipment, security (including access control and intruder alarm systems) and ventilation to be completed prior to September opening to pupils and staff.</p>	<ul style="list-style-type: none"> <li>• <i>A recent H&amp;S Audit carried out by HT, Site Manager, Premises Lead and H&amp;S Governor, and specific compliance checks (including Fire, asbestos and Water) have recently been carried out.</i></li> <li>• <i>A workplace inspection will be carried out by Site Manager using the suggested SMBC workplace inspection template:</i>    H&amp;S Inspection Template.doc</li> <li>• <i>The Site Manager will carry out a site inspection using the suggested SMBC monthly site checklist:</i></li> </ul>	<p>Martin Handley (with support from HT as needed)</p>	

Risk controls to be put in place	How will this be achieved	Assigned to:	Date completed:
	 <p>Monthly Site Checklist</p> <ul style="list-style-type: none"> <li>• <i>School to review its water hygiene arrangements with SMBC Property Services (or other designated provider) to assess whether to disinfect water systems in advance of reopening.</i></li> </ul>  <p>Property Services ManagingSchools</p>		

## 2) Government principles to a phased approach to open to a wider settings

To assist in completing this section and to ensure other risk controls have been met, it is advised to complete sections 3-8 first.

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
Government advice to be followed for pupils and staff identified as vulnerable or living with someone who is vulnerable.	<ul style="list-style-type: none"> <li><i>All children will be expected to attend school from September other than those 'vulnerable children,' who are still classes as extremely clinically vulnerable. In these cases, school will need to liaise with the parents to establish medical advice and/or attendance with a risk assessment or care plan.</i></li> </ul>	Terri Mason Jane Markham Sarah Thomson and Lisa Mills	
Government's protective measures to be implemented to help meet social distancing in school.	<ul style="list-style-type: none"> <li><i>Organise pupils into consistent year group bubbles. These bubbles must and they stay away from other groups.</i></li> <li><i>No more than 30 pupils per bubble/group and one teacher (and, if needed/allocated, a teaching assistant). A teaching assistant can lead a group under the direction of a teacher. Also refer to EYFS adult to child ratio's and floor space ratios.</i></li> <li><i>Consider how shared rooms/area (dining halls, staff rooms, offices, reception area, playground) will be managed throughout the day e.g. staggered break times, additional breakout areas, timetable of rooms, use of outdoor areas.</i></li> <li><i>Classrooms rearranged with sitting positions facing forward where at all possible.</i></li> <li><i>Ensuring staff members remain over 2m distant from one another during essential staff training/meetings.</i></li> <li><i>Procedures in place and layout of building altered to avoid mass groups coming into contact (pinch points) e.g. staggered break times, toilet breaks, floor markings, one way systems, staggered drop off and collection times.</i></li> <li><i>Staff, parent and visitor protocols in place to reinforce social distancing and protective measures in place:</i></li> </ul>	Terri Mason	

### 3) Minimise contact with individuals who are unwell

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
<p>Staff, pupils and parents/child carers to be informed about the following:-</p> <ul style="list-style-type: none"> <li>- Covid19 symptoms and what to look for e.g. high temperature, new persistent cough.</li> <li>- Testing eligibility and how to access tests.</li> <li>- Face masks/coverings are not recommended in schools</li> <li>- If pupils are sent home due to Coronavirus symptoms they are advised to self-isolate for 7 days. People in the same household are to self-isolate for 14 days</li> <li>- If a child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</li> <li>-If a child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting will be sent home and advised to self-isolate for 14 days.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Refer to latest Government guidance click <a href="#">here</a></i></li> <li>• <i>E.g. newsletter, parentpay, school website, staff briefing.</i></li> <li>• <i>Emergency procedures in place and reinforced in Staff Protocol (see above)– shared with all staff:</i></li> </ul>	Terri Mason/ SLT	
<p>Children, young people, parents, carers, visitors, suppliers to be informed not to enter the school if displaying any symptoms of Coronavirus.</p>	<ul style="list-style-type: none"> <li>• <i>Emails, signage, newsletters created, shared and displayed by Admin Team (office).</i></li> <li>• <i>Also reinforced in protocols (see above).</i></li> </ul>	Terri Mason/office staff	
<p>Develop a process to send staff, pupils and others home if they develop Coronavirus symptoms including what action they need to take.</p>	<ul style="list-style-type: none"> <li>• <i>Refer to Government guidance. This has also been communicated via school's Emergency Procedures (see above).</i></li> <li>• <i>Review school's health and safety policy arrangements, 'Supporting pupils with medical conditions' policy or medication policy. Consider additional Coronavirus section. (All available on w drive, policies, currently approved policies, health and safety)</i></li> </ul>	Terri Mason	

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
Provide a room or space where social distance can be maintained for pupils experiencing Coronavirus symptoms where they can wait until being collected. If possible provide a separate bathroom and ensure it is cleaned and disinfected after use.	<ul style="list-style-type: none"> <li><i>The Busy Bee room is the designated isolation room and staff ladies left hand toilet to be used by anyone in isolation. See Emergency Procedures for full details.</i></li> <li><i>Cleaner or other trained staff to clean area after use following the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</i></li> <li><i>PPE to be used by staff if a 2 metre distance cannot be maintained.</i></li> </ul>	Terri Mason and Martin Handley	18/05/2020
Adequate Personal Protective Equipment (PPE) is in place for the care of children/pupils where their care already involves the use of PPE due to intimate care needs. Also, if a child, young person or other learner becomes unwell with symptoms of Coronavirus while in school and needs direct personal care until they can return home. Also consider eye protection if risk of splashing to the eyes, for example from coughing, spitting, or vomiting.	<ul style="list-style-type: none"> <li><i>Refer to guidance of what PPE is required for intimate care <a href="https://www.solgrid.org.uk/education/education-improvement/health-and-wellbeing/medicines/intimate-care/">https://www.solgrid.org.uk/education/education-improvement/health-and-wellbeing/medicines/intimate-care/</a></i></li> <li><i>Ensure appropriate PPE stock is available as per DFE implementing protective measures in education and childcare settings e.g. fluid-resistant surgical face mask, if a distance of 2 metres cannot be maintained, disposable gloves, a disposable apron, eye protection.</i></li> <li><i>Refer to SMBC PPE guidance.</i></li> </ul>	Terri Mason and Martin Handley	
Review first aid needs assessment and update to ensure sufficient equipment and PPE supplies are available for first aiders and staff caring for a child with symptoms of Coronavirus.	<ul style="list-style-type: none"> <li><i>Refer to suggested SMBC first aid needs assessment and update where required including increasing PPE in first aid boxes.</i></li> </ul>  <p>FirstAidNeedsAssessmentApril 2020.doc</p>	Jane Markham and Nicki Perkins	
Work with the LA and families to ensure that decisions about the attendance of pupils with special educational needs and disability (SEND) have been informed by existing risk assessments for children and young people which will need to be kept up to date.	<ul style="list-style-type: none"> <li><i>Risk Assessments carried out where necessary and liaison with families of children who are classed as extremely vulnerable or have a special education need who may need an inclusion plan.</i></li> <li><i>Refer to specific guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a></i></li> </ul>	Lisa Mills and Jane Markham	
Update plans to ensure there is a procedure in place following any outbreak of Coronavirus at the school.	<ul style="list-style-type: none"> <li><i>Refer to <a href="#">Public Health advice</a></i></li> </ul>	Terri Mason	

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
	<ul style="list-style-type: none"> <li>Review school's health and safety policy arrangements 'Supporting pupils with medical conditions' policy or medication policy. Consider additional Coronavirus section.</li> </ul>		
<p>Confirm procedures are in place to ensure a competent person is always available to complete building and compliance tests (e.g. fire alarm testing, emergency light weekly flushing) if normal site staff develop symptoms and/or have to self-isolate.</p>	<ul style="list-style-type: none"> <li>Contact SMBC Property Services (or other designated provider) to see if a competent person is able to complete the building and compliance checks.</li> <li>Seek support from Premises Lead to manage site</li> <li>Contact LA services if necessary.</li> </ul>	<p>Martin Handley and Diane Le Grys</p>	

#### 4) Cleaning hands more often than usual

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
<p>Ensure the following have been to communicated to pupils, staff, visitors etc. :-</p> <ul style="list-style-type: none"> <li>- The importance of good hand hygiene.</li> <li>- Hands are cleaned on arrival at the setting, before and after eating, and after sneezing or coughing.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Protocols for staff, parents and visitors reinforce good hygiene.</i></li> <li>• <i>Best Practice Hygiene document shared with staff at the beginning of lockdown.</i></li> <li>• <i>e.g. posters, games, songs and repetition during teaching time, daily staff briefing, reminders to staff, signage in main office foyer.</i></li> <li>• <i>Hand sanitisers provided around school with signage.</i></li> </ul>	Terri Mason	18/05/2020
<p>Ensure sufficient procurement of soap, hand sanitising gel, moisturising supplies are in place before wider opening</p>	<ul style="list-style-type: none"> <li>• <i>Contact public sector buying organisation partners about proportionate supplies of soap, anti-bacterial gel if needed</i></li> </ul>	Martin Handley	
<p>Make sure help is available to children and young people who have trouble cleaning their hands independently.</p>	<ul style="list-style-type: none"> <li>• <i>Assess which children, young people may have trouble washing hands on their own and put in a process to help them.</i></li> </ul>	Class Teachers	
<p>Communicate to staff and parents the importance of washing clothes following a day in an educational or childcare setting.</p>	<ul style="list-style-type: none"> <li>• <i>Best Practice Hygiene document shared with staff.</i></li> </ul>  <p>Best Practice - Hygiene.docx</p> <ul style="list-style-type: none"> <li>• <i>E.g. newsletter, school website, staff briefing.</i></li> <li>• <i>Include washing children's uniform in guidance for parents.</i></li> </ul>	Terri Mason	30/03/2020

## 5) Ensure good respiratory hygiene

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
Ensure the following have been communicated to pupils, staff, visitors:- - Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it and kill it'). - Promote and encourage not to touch mouth, eyes and nose.	<ul style="list-style-type: none"> <li>• <i>E.g. posters, games, songs and repetition during teaching time</i></li> <li>• <i>Daily staff briefing, emails, reminders to staff.</i></li> <li>• <i>Procurement of tissues for classrooms, offices, staffroom etc.</i></li> </ul>	Terri Mason and Class teachers	18/05/2020
Put in place a procedure for bins for tissues so they are emptied throughout the day.	<ul style="list-style-type: none"> <li>• <i>Cleaners, site manager, staff to empty bins and information is provided of how to do this safely – use bin liners which can be tied when bins are emptied.</i></li> </ul>	Martin Handley	
Where possible rooms to be kept well ventilated using natural ventilation (opening windows) or ventilation units.	<ul style="list-style-type: none"> <li>• <i>Staff to be briefed.</i></li> <li>• <i>Where safe to do so Site Manager to open windows in morning.</i></li> </ul>	Martin Handley and All Staff	
Identify doors which can be propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.	<ul style="list-style-type: none"> <li>• <i>Staff briefing, emails, support from Site Manager.</i></li> </ul>	Martin Handley	

## 6) Cleaning frequently touched surfaces often using standard product

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
Surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches and bannisters are cleaned more regularly.	<ul style="list-style-type: none"> <li>• <i>Cleaning timetable put in place</i></li> <li>• <i>Reminder to staff to keep cleaning products out of reach of children</i></li> <li>• <i>Make relevant staff aware of COVID-19: cleaning of non-healthcare settings guidance.</i></li> <li>• <i>Staff given information and instruction.</i></li> <li>• <i>Review cleaning activities risk assessment.</i></li> </ul>	Martin Handley	
Sufficient procurement of cleaning supplies and COSHH risk assessments have been completed for any new products.	<ul style="list-style-type: none"> <li>• <i>Stock take completed of cleaning supplies including the frequency of when they need to be replenished.</i></li> <li>• <i>Site Manager to confirm material safety data sheets in place for all products and COSHH risk assessment completed for products classed as hazardous.</i></li> </ul>	Martin Handley	
Identify and remove any soft furnishings and soft toys that are hard to clean, e.g. those with intricate parts.	<ul style="list-style-type: none"> <li>• <i>Identify any suitable storage areas in school.</i></li> <li>• <i>Included in teacher/TA checklist to do before wider opening.</i></li> </ul>	Teachers and TAs	
Pupils not to use outdoor play equipment unless appropriately cleaned between groups of children and young people.	<ul style="list-style-type: none"> <li>• <i>Discuss with staff how outdoor play equipment can be managed and cleaned in between groups of children. Included in staff protocol.</i></li> </ul>	Terri Mason and All Staff	

## 7) Minimising contact and mixing by altering, as much as possible

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
Maximise space around the school by removing any unnecessary items.	<ul style="list-style-type: none"> <li>• <i>Suitable storage arrangements to be looked at.</i> <ul style="list-style-type: none"> <li>○ <i>Nursery: Reading room;</i></li> <li>○ <i>Reception: Quite room;</i></li> <li>○ <i>KS1: PPA room, learning alcoves if needed.</i></li> </ul> </li> </ul>	All staff with support from Martin Handley	
Timetable to be refreshed and decisions made on which lessons or activities can be delivered. Also consider which lessons or classroom activities can take place outdoors.	<ul style="list-style-type: none"> <li>• <i>SLT meeting and discussion with LA on what curriculum activities should be delivered.</i></li> <li>• <i>Planning Document and curriculum guidance provided for teachers.</i></li> </ul>	SLT with Teachers	
Review emergency evacuation plans.	<ul style="list-style-type: none"> <li>• <i>Review school's Emergency Evacuation Plans taking into account any changes to building layout, one way systems etc.</i></li> </ul>	Martin Handley/Terri Mason	
Consider how children and young people arrive at school e.g. school crossing patrols, and reduce any unnecessary travel.	<ul style="list-style-type: none"> <li>• <i>Review any travel plan documentation/procedures.</i></li> <li>• <i>Discuss with school crossing patrols regarding what capacity they have to help</i></li> </ul>	Terri Mason	
Create a process with travel providers to ensure they are working within the Government guidelines to work safely.	<ul style="list-style-type: none"> <li>• <i>Coronavirus (COVID-19): safer travel guidance for passengers <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></i></li> </ul>	Terri Mason	
Communicate 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). Also, ask that only one parent/child carer collects pupil/s.	<ul style="list-style-type: none"> <li>• <i>e.g. newsletter, texts, social media, school website.</i></li> <li>• <i>Parent/Carer Protocol Created</i></li> </ul>	Terri Mason	18/05/2020
Reduce the use of shared resources between pupils and staff.	<ul style="list-style-type: none"> <li>• <i>Create stationary packs for each group. Individual pupil equipment to be kept in a zip top plastic wallet (possibly attached with Velcro to the edge of desks).</i></li> </ul>	Class Teachers	
Review procedures for pupils in state of crisis.	<ul style="list-style-type: none"> <li>• <i>Review positive handling/team teach techniques</i></li> <li>• <i>Teachers to discuss with SENDco</i></li> </ul>	Jane Markham	
Review manual handling duties where more than one person needs to move an item.	<ul style="list-style-type: none"> <li>• <i>All staff have recently undertaken manual handling training.</i></li> </ul>	Terri Mason	18/05/2020

## 8) Communication of plans and training

Risk controls to be put in place	How will this be achieved:	Assigned to:	Date completed:
Consider any additional support or training needs for staff and pupils including re-induction to the childcare setting.	<ul style="list-style-type: none"> <li>• <i>Support for younger pupils who may be anxious about coming.</i></li> <li>• <i>Support for staff returning to work</i></li> </ul>	Class teachers, SLT  Terri Mason	
Ensure any updates to procedures have been communicated early with contractors and suppliers who may need to prepare to support plans for opening. Examples include cleaning, catering, food supplies and hygiene suppliers.	<ul style="list-style-type: none"> <li>• Emails, briefing</li> </ul>	Martin Handley	

Signed: T. Mason	Date: 05/08/2020
Headteacher: Terri Mason	
Review date: On or before October half term 2020.	



### **Further Information**

- [DfE guidance, preparing to re-open of schools:](#)
- [DfE guidance, implementing protective measures:](#)
- [DfE Early years foundation stage: coronavirus disapplications](#)
- [DfE guidance, conducting a SEND risk assessment during the coronavirus outbreak](#)
- [Government guidance, safer travel guidance for passengers](#)
- [Government guidance, cleaning of non-healthcare settings guidance](#)
- [Planning guide for primary school](#)

For further health and safety advice and assistance, please contact the SMBC Health and Safety Support Team email [healthandsafetysupport@solihull.gov.uk](mailto:healthandsafetysupport@solihull.gov.uk) telephone 0121 704 6328