

Schools/Colleges Risk Assessment Checklist Tool

The latest Government guidance relating to opening of schools can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This tool can be used to support self-assessment within your school and regular review of your risk assessment in light of the above guidance.

Please note, this template is correct as of 8 January 2021. Schools should continue to review and update Risk Assessment documents as often as necessary, specifically when updated Government / Department for Education / Worcestershire guidance is issued. *Items in italics are not taken from the guidance above but relate to learning and experience gathered from cases and outbreaks in schools since September and are considered as control measures for your risk assessment.*

Ref.	Check point – Question: Are you sure that ... (ask yourself - how do I know?)	Are you complying? Y/N/Unsure – check against the guidance.	Note any action needed (including what, who, by when)
	If you are undertaking Lateral Flow Device (LFD) testing on site a risk assessment around this process, the premises and staff has been completed and control measures are in place.	n/a	It would be good to know when we are going to be included in this, as we have all staff in with no formal testing system in place.
1.	Area of Prevention: A requirement that people who are ill stay at home		
1.1	The following know they are not to attend school if they or any member of their household has symptoms, has tested positive in the last 10 days. <ul style="list-style-type: none"> a) Staff b) Parents c) Pupils d) Suppliers e) Visitors f) Contractors 	Y	
1.2	The following know and adhere to self-isolation (10 days for the positive case and for their household) <ul style="list-style-type: none"> a) Staff b) Parents c) Pupils 	Y	

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1.3	All staff know that if anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be a) sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection , b) book a test	Y	
1.4	If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally a window must be open and the child is located at least 2m from other people.	Y	
1.5	PPE is not required in most cases apart from: a) if child or young person becomes ill with coronavirus (COVID-19) symptoms and a distance of 2 metres cannot be maintained b) if child or young person already has routine intimate care needs that involve the use of PPE - same PPE should be used.	Y	
1.6	You know the arrangements for cleaning all areas used by a person with suspected COVID-19 symptoms.	Y	
1.7	In a boarding school, the child self isolates in their boarding house or, if of greater benefit, some children may self-isolate at home.	n/a	
1.8	The routine taking of temperatures is NOT occurring in school.	Y	
1.9	The names or details of people with coronavirus (COVID-19) are not shared unless it is deemed essential to protect others - <i>this would normally be in consultation with a Public Health Consultant.</i>	Y	
1.10	Supply teachers, peripatetic teachers and other temporary staff are participating in schools' rapid testing programmes if in operation	Unsure, but not using any	Is routine testing happening now for primary supply teachers and peripatetic teachers?
2.	Area of Prevention: Robust hand and respiratory hygiene - the new variant is as easy to remove from the skin as the original variant.		
2.1	Pupils and staff clean their hands regularly, including when;	Y	

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	<ul style="list-style-type: none"> a) they arrive at school b) when they return from breaks c) when they change rooms and d) before and after eating 		
2.2	The school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly (consider how to avoid queueing).	Y	
2.3	Young children and pupils with complex needs are helped to clean their hands properly	Y	
2.4	The school culture is building hand washing and respiratory hygiene practices into and behaviour expectations are supported.	Y	
2.5	The school is helping ensure younger children and those with complex needs understand the need to follow good hand and respiratory hygiene practices.	Y	
2.6	The school has enough tissues and lidded bins available	Y	
2.7	Pupils with complex needs, for example, those who spit uncontrollably or use saliva as a sensory stimulant... <ul style="list-style-type: none"> a) are supported b) as are the staff working with them 	n/a	
2.8	There is a process for removing face coverings when pupils who use face coverings arrive at school and when face coverings are worn at school in communal areas.	n/a	
2.9	There is a process for removing face coverings when staff who use face coverings arrive at school and when face coverings are worn at school in communal areas.	Y	Adults have been shared information on good practice.
2.10	There are facilities for <ul style="list-style-type: none"> a) washing hands on arrival at school b) cleaning hands before and after touching face coverings – including to remove or put them on 	Y	

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	<ul style="list-style-type: none"> c) the safe storage of them in individual, sealable plastic bags between use. d) disposal of temporary face coverings in a 'black bag' lidded waste bin (not recycling bin) 		
2.11	There is a small contingency supply of face coverings		
3.	Area of Prevention: Enhanced cleaning & ventilation arrangements		
3.1	<p>Classrooms and other key areas such as halls and staffrooms have been reviewed to ensure they are well ventilated:</p> <ul style="list-style-type: none"> a) opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. External opening doors may also be used (as long as they are not fire doors and where safe to do so) b) mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). 	Y	
3.2	<p>The cleaning schedule ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> a) more frequent cleaning of rooms and shared areas that are used by different groups b) frequently touched surfaces being cleaned more often than normal 	Y	We are ensuring touch points (e.g. photocopier, door handles / phones) have wipes / cleaning products adjacent.
3.3	Toilets are cleaned regularly	Y	Plan in place to further enhance when school is fully open.

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3.4	Cleaning staff are aware of and adhere to the cleaning practices in the guidance on https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings	Y	
4. Area of Prevention: Active engagement with NHS Test and Trace			
4.1	The NHS Test and Trace process is understood by: a) staff b) parents	Y	Regular reminders in newsletter.
4.2	Schools /Colleges (Y7 and above)implementing the LFD testing programme are compliant with the guidance for testing: https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges	n/a	
4.3	Communication with staff has included: a) How to book a PCR test b) Not attending school with symptoms c) Self-isolation - a. with symptoms, b. as a close contact c. travelled from certain other countries d. if not participating with Daily Contact Testing d) Share contact details if they test positive	Y	
4.4	You know the action to take if you receive notification of a confirmed COVID-19 case in your school	Y	
4.5	Staff are aware of the process if there is an outbreak within the school	Y	
4.6	There are processes for communicating with parents in the event of an outbreak	Y	
4.7	Where possible a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups is available	Y	

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4.8	You know not to request evidence of negative test results or other medical evidence before admitting children or welcoming them back after self-isolation.	Y	
5.	Area of Prevention: Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable		
5.1	You are maintaining consistent distinct groups or ‘bubbles’ that do not mix <i>Where a bubble includes more than one class (eg a whole year group) - separation of the classes at lunchtime and breaktime can result in fewer pupils needing to self-isolate and contract COVID-19</i>	Y	Enhanced measures from Monday 18 th January
5.2	Each bubble is kept apart from other bubbles.	Y	
5.3	Older children are encouraged to keep their distance within their groups	Y	
5.4	Steps have been taken, as much as possible to; a) limit interaction, b) limit sharing of rooms c) and limit interaction in social spaces <i>Leave classrooms in a manner that avoids pupils passing passed each other - so in a logical and orderly manner, those nearest the door leave first and vice versa for entering a classroom - those sitting furthest from the door to enter first.</i>	Y	Enhanced measures from Monday 18th January
5.5	Staff keep their distance from pupils and other staff as much as they can, 2 metres from other adults <i>Avoid, wherever, possible staff movements between bubbles - this will be difficult in many cases eg TAs working with pupils across bubbles, subject staff in secondary schools etc.</i>	Y	Policy for TAs not to mix across bubbles
5.6	Staff should minimise face to face contact and time spent within a metre of anyone.	Y	

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	<i>Consider that you may contract COVID-19 and that you may inadvertently pass it on or be infected by someone else. Work as if everyone has the infection and apply controls appropriately.</i>		
5.7	Staff in secondary (and middle from Y7 upwards) teach from the front of the class	n/a	
5.8	Pupils are supported to maintain distance and not touch staff and their peers where possible	Y	
5.9	Adaptations to the classroom are made to support distancing where possible, including: a) seating pupils side by side b) facing forwards c) moving unnecessary furniture out of classrooms to make more space	Y	
5.11	Large gatherings such as assemblies or collective worship with more than one group are avoided	Y	
5.12	Groups are kept apart and movement around the school site is kept to a minimum	Y	Toilet blocks separated into Key stages.
5.13	There is a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. <i>This would include seating plans (lessons, 6th form common rooms and maybe lunchtime seating). Enforce seating plans in classrooms</i>	Y	
5.14	You are avoiding wherever possible creating busy corridors, entrances and exits	Y	
5.15	You are creating one-way systems and using appropriate signage to implement this where needed	Y	
5.16	You have issued guidance to staff and pupils regarding the wearing of the face coverings	Y	
5.17	You have considered use of staggered break times and lunch times	Y	
5.18	Time for cleaning surfaces in the dining hall between groups is enabled	n/a	

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5.19	<p>You have a plan for the use of staff rooms and their use is minimised, where they are used, timings should be staggered</p> <p><i>All offices and staff rooms to be clearly identified with the maximum number of people who may be in the room at any one time.</i></p> <p><i>Remove chairs from staff rooms - leaving just the number of chairs as number of people who can be present in the room at any one time.</i></p> <p><i>Position chairs in locations that are at least 2m from other chairs. Indicate areas in which staff should not sit - to ensure 2m distancing</i></p> <p><i>In nursery settings where staff rooms can be smaller, there is good ventilation, the use of staff rooms is limited, or you provide a timetable for breaks.</i></p>	Y	Enhanced measures from Monday 18th January
	<i>In shared kitchen areas there is cleaning material for items such as; kettle, fridge, microwave and cupboard handles. Staff clean common touch points before and after using them. Staff bring in their own cups and spoons for refreshments. If there are shared milk/tea/coffee - the lids/handles are cleaned before and after use.</i>	Y	Enhanced measures from Monday 18th January
5.20	You have considered staggered start and finish times	Y	
5.21	<p>You have communicated with parents ...</p> <ul style="list-style-type: none"> a) process that has been agreed for drop off and collection b) gathering at the school gates is not allowed c) coming onto the site without an appointment is not allowed 	Y	
5.22	Supply teachers, peripatetic teachers and other temporary staff minimise contact and maintain as much distance as possible from other staff	Y	
5.23	Site guidance on physical distancing and hygiene is explained to visitors on or before arrival	Y	

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5.24	Visits happen outside of school hours if they can	Y	
5.25	A record is kept of all visitors	Y	
5.26	For dual registered pupils, a system of controls has been agreed collaboratively	n/a	
5.27	Staff and pupils have their own items (pens, pencils etc) that are not shared	Y	
5.28	Classroom based resources, such as books and games, which are shared within the bubble are cleaned regularly, along with all frequently touched surfaces	Y	
5.29	Resources that are shared between classes or bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles	Y	
	<i>Minimise the sharing of laptops and other resources - cleaning materials to be easily available. Label equipment to indicate when it was last cleaned.</i>	Y	
5.30	Outdoor playground equipment is cleaned more frequently	n/a	
5.31	Pupils are limited to the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones	Y	
5.32	Unnecessary sharing of resources (staff and pupils) is avoided, cleaning of the resources and rotation should apply <i>Apply no touch policies to as much equipment, resources as possible.</i>	Y	
6.	Area of Prevention: Communication with your staff and supporting their well being		
6.1	You have in place team meetings/webinars and reminders directing all staff to government guidance on COVID-19 symptoms and protection measures in schools and obtained confirmation that it has been read	Y	

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6.2	You are regularly communicating to staff – group and/or individually – regarding their physical and mental wellbeing, including directing them to available resources for individual support	Y	Staff wellbeing questionnaire to be revisited.
6.3	<i>Staff meetings/celebrations are held virtually - a specific risk assessment is undertaken to justify face to face staff or team meetings.</i>	Y	
7. Area of Prevention: Supporting Clinically Vulnerable, Clinically Extremely Vulnerable and BAME staff			
7.1	<p>Clinically Vulnerable:</p> <p>If individuals cannot work from home, they have been offered the safest available on-site roles, staying 2 metres away from others wherever possible.</p> <p>If this is not possible or an individual chooses to take on a role that does not allow for this 2-metre distance, you have carefully assessed and discussed with them whether this involves an acceptable level of risk and undertaken and recorded a risk assessment with them.</p> <p>Schools should not adopt a blanket approach for all staff; it is very important to take an individual approach, to listen to the reasons provided by each member of staff for believing they are in danger and take account of individual situations.</p> <p>The guidance indicates that this group should be especially careful and be diligent about social distancing and hand hygiene.</p>	Y	
7.2	Clinically Extremely Vulnerable:	n/a	

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	<p>From 5 January 2021 advice for clinically extremely vulnerable people has changed and shielding has been reintroduced for staff in this category as below:</p> <p>Staff in this position are advised not to attend school (they should be receiving a letter from their medical practitioner confirming this is the case).</p> <p>The government are still strongly advising people, including education staff, who are clinically extremely vulnerable (CEV) 'shielded' to rigorously follow shielding measures in order to keep themselves safe. They should work from home, this may include redeployment to alternative work, or if that is not possible have paid absence.</p>		
7.3	<p>Black, Asian and Minority Ethnic (BAME):</p> <p>You are following the below guidance: In light of the on-going work arising from research, advice to schools is to include BAME staff in the category of 'clinically vulnerable staff' and undertake individual risk assessments for those staff working in schools.</p> <p>If individuals cannot work from home, they are offered the safest available on-site roles, staying 2 metres away from others wherever possible.</p> <p>If this is not possible or an individual chooses to take on a role that does not allow for this 2-metre distance have you carefully assessed and discussed with them whether this involves an acceptable level of risk and undertaken and recorded a risk assessment with them</p>	Y	

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	<p>The guidance indicates that this group should be especially careful and be diligent about social distancing and hand hygiene.</p> <p>Schools should not adopt a blanket approach for all staff; it is very important to take an individual approach, to listen to the reasons provided by each member of staff for believing they are in danger and take account of individual situations.</p>		
7.4	<p>Pregnant CEV Staff:</p> <p>You are following the above guidance: Pregnant women who are 28 weeks pregnant and beyond or pregnant women who have underlying health conditions that place them at greater risk of severe illness from Covid-19 at any gestation, a more precautionary approach should be taken; these staff are considered to be clinically extremely vulnerable</p>	Y	
8.	Area of Prevention: Health & Safety Protocols		
8.1	Protocols for using facilities are displayed	Y	
8.2	All relevant policies and plans are regularly updated with regard to COVID-19 measures and shared appropriately, e.g. fire evacuation, first aid, statutory compliance testing continues	Y	
8.3	Risk assessments are regularly reviewed and updated in light of changing guidance and circumstances, updated documents are appropriately signed off within the school and shared as appropriate	Y	

Headteacher name: Geoff Jeffrey

Headteacher signature:

Date of risk assessment review: 13th January 2021