

# OCCUPATIONAL HEALTH AND SAFETY FORM – MODEL RISK ASSESSMENT

FORM NO: TC-OHS-DIR-FOR-001 - VERSION 1.1

## Preparing for full opening: schools

Schools and the employers are required to assess the risks associated with COVID-19 and implement preventative measures outlined in Government guidance. This risk assessment will supplement any existing risk assessments in educational settings.

The Return to school risk assessment is based on the principles and guidance contained within DfE Guidance: [Guidance for full opening: schools \(2/7/20\)](#) and [Guidance for full opening: special schools and other specialist settings \(2/7/20\)](#).

This is not a generic risk assessment that just applies to every setting. It is important that Headteachers/managers go through and adapt the risk assessment for their own school or early years setting.

It is strongly recommended that you involve employees in the risk assessment process. Once complete share the findings and provide any instruction needed to implement measures. Local monitoring must also follow to ensure measures are implemented and are controlling the risks.

Key Message: Don't just make the school or childcare setting **SAFE**, make it **FEEL SAFE** for employees, children and parents.



# OCCUPATIONAL HEALTH AND SAFETY (OHS) FORM – RISK ASSESSMENT

<b>Assessment Reference No.</b>	TC-OHS-RA-[School/Nursery]-00	<b>Education Establishment</b>	<i>[Name and address of school/nursery/childcare setting]</i>
<b>Assessment date</b>	Click or tap to enter a date.		
<b>Risk Assessor</b>	<i>[Enter name of risk assessor]</i>		
<b>Task/Activity Description</b>	The phased return of children to schools, nursery and childcare settings from the 1 <sup>st</sup> June 2020 following closure due to the COVID-19 pandemic.		

## Step One - Identify Hazards or Activity

*The hazards listed below are have been deemed significant pending installation configuration and system testing all the boxes that apply.*

1	COVID-19 virus	<input checked="" type="checkbox"/>	2	Mental health & wellbeing	<input checked="" type="checkbox"/>	3	Fire	<input checked="" type="checkbox"/>	4	Legionella	<input checked="" type="checkbox"/>	5	Lifting equipment	<input checked="" type="checkbox"/>	6	First Aid	<input checked="" type="checkbox"/>
7	Statutory inspections	<input checked="" type="checkbox"/>	8	Waste materials	<input checked="" type="checkbox"/>	9	COSHH	<input checked="" type="checkbox"/>	10	PPE	<input checked="" type="checkbox"/>						

## Step Two – Decide who may be harmed

<b>Person/s who may be harmed or affected by the activity:</b>	Pupils attending school, school teaching and non-teaching staff, parents and guardians, kitchen staff, cleaning, and caretaking staff.
<b>List any vulnerable groups, persons, or staff</b>	<p><b>Vulnerable groups</b> – this risk assessment considers vulnerable groups which the NHS lists as ‘people at high risk (clinically extremely vulnerable)’; and ‘people at moderate risk (clinically vulnerable)’.</p> <p>An individual risk assessment may be appropriate for vulnerable employees plus BAME and those who are very anxious about returning to their workplace.</p>

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### Step Three & Four – Evaluate the risks, decide on precautions & record your findings

For each hazard identified in Step one, complete Step three and four.

Hazard number	Describe the Hazard & Potential Consequences	What are you already doing to control the risk	Residual risk			What else (if anything) do you need to do to control the risk	Reduced risk		
			S	L	R		S	L	R
Plan – Prepare the Building(s)									
1,3	Changes to building use being safe for pupils & staff– e.g. storage, one-way systems, floor tape	<p><i>The function of the building has been re-arranged to facilitate the formation of 6 year group bubbles. For all nonpractical lessons year groups will remain in their bubbles. See detailed map. Each bubble has enough classrooms, dedicated IT room and toilets. An indoor break-out common room and access to an outside space.</i></p> <p><i>For practical subjects the students will move to relevant practical area within bubble groups. Practical areas have clear one way systems and entrance and exit plans. These subjects will observe the subject specific advice on using equipment.</i></p> <p><i>Automatic sanitiser dispensers on entrance/exits of buildings</i></p> <p><i>Appropriate signage re social distancing and hygiene through out</i></p> <p><i>All Floors and line up areas marked out with 2m spacing</i></p> <p><i>All door kept open or automatic</i></p>	5	1	5				
6	First Aid procedures – Reduced numbers of first aiders and Paediatric first aider	<p><i>School nurse and multiple first aiders on site at all times</i></p> <p><i>Staffing overview managed by Headteacher daily</i></p> <p><i>Medical room operational</i></p>	4	1	4				
3	Fire Procedures	<p><i>Fire risk assessment reviewed in light of proposed changes and found to be appropriate in its present format</i></p> <p><i>Consideration will be given to fire drill in the Autumn term</i></p>	4	1	4				

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4	Water hygiene – management of legionella	<i>Agreed regimes for flushing and monitoring of temperatures have been maintained and logged throughout any period of closure / partial opening.</i>	4	1	4			
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Hazard number	Describe the Hazard & Potential Consequences	What are you already doing to control the risk	Residual risk			What else (if anything) do you need to do to control the risk	Reduced risk		
			S	L	R		S	L	R
All	Using and monitoring new practices to reduce risk of Covid-19 transmission	<p><i>On Line Training &amp; briefing of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Public Health England videos shared with all</i></p> <p><i>INSET training in July and September to all staff</i></p> <p><i>Daily morning and end of the day briefings. Headteacher to be onsite throughout and will monitor arrangements throughout the day and make remedial actions where needed. Staff will be encouraged to raise concerns / make suggestions via e-mail</i></p>	5	1	5				
5,7	Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<i>Signing in process in place at main gate. No non-scheduled contractors on-site). Current related risks/testing/ regimes all assessed and up to date.</i>	5	1	5				
1	Staff rooms and offices to comply with social distancing and safe working practice	<i>Staffroom has been relocated to larger Lecture theatre with pigeonhole. Own dedicated washroom and hot water dispenser. Enhanced cleaning regimes as per below</i>	5	1	5				
1	Ventilation to reduce spread	<p><i>All relevant windows opened and prop doors open, where safe to do so (bearing in mind fire safety, security, and safeguarding).</i></p> <p><i>No mechanical ventilation in use</i></p>	5	1	5				

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8	Management of waste	<p><i>Bins for tissues are emptied throughout the day.</i></p> <p><i>We will follow guidance on disposal of waste (such as used fluid resistant masks)</i></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safeworking-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safeworking-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of</a></p>	5	1	5				
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		<p><i>Schools has a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on <a href="#">safe working in education, childcare and children's social care</a> provides more advice.</i></p>							
1	Lessons or activities to take place outdoors in line with social distancing	<p><i>Lunch and breaktimes all bubbles have access to their own social outdoor space.</i></p>	5	1	5				
Plan – Prepare staff, parents, and children									

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1	High risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p><i>We will apply full measures in the Guidance for full opening: schools (2/7/20) the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. A risk assessment will be undertaken for <u>all</u> vulnerable groups.</i></p> <p><i>We will be flexible in how clinically extremely vulnerable members of staff are deployed to enable them to work remotely where possibly or in roles in school where it is possible to maintain social distancing.</i></p> <p><i>As a general principle pregnant women are in the clinically vulnerable category and are advised to follow the guidance for clinically vulnerable people.</i></p>	5	1	5				
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		<p><i>Guidance on shielding and protecting extremely vulnerable persons</i>  <a href="https://www.gov.uk/government/publications/guidance-onshielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremelyvulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-onshielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremelyvulnerable-persons-from-covid-19</a> and social distancing</p> <p><a href="https://www.gov.uk/government/publications/staying-alertand-safe-social-distancing/staying-alert-and-safe-socialdistancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alertand-safe-social-distancing/staying-alert-and-safe-socialdistancing#clinically-vulnerable-people</a> should also be followed when considering staffing arrangements.</p>							
1	Parents wanting meetings	<i>Parents to phone school and make telephone appointments/zoom/teams meetings if they wish to discuss their child or safety measures (avoid where possible all face to face meetings).</i>	5	0	0				



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1	Parents gathering at school gate not social distancing	<i>Parents normally do not accompany their daughters to school but if they do the supervising staff can as they to disperse Plan and communicate parents' drop-off and pickup protocols that minimise adult to adult contact. 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.</i>							
1	Overcrowding in classrooms and corridors.	<p><i>see section 1,3</i></p> <p><i>Consistent bubbles to reduce the risk of transmission. Limit the number of pupils and staff in contact with each other to only those within that group.</i></p> <p><i>Implement year group sized bubbles. Groups kept apart from other groups where possible.</i></p> <p><i>Desks to be spaced as far apart as possible and forward facing.</i></p> <p><i>Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other class groups.</i></p> <p><i>Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Assembly groups within bubbles only no more than one group at a time.</i></p> <p><i>staff maintain distance from their pupils staying at the front of the class and away from their colleagues where possible. Ideally adults should maintain 2m distance from each other and from children where possible.</i></p>							

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1	Increased numbers during breaks compromising social distancing.	<i>At Break times students stay strictly within bubbles and ensure appropriate supervision is in place.</i>	5	1	5				



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1	Increased numbers during lunchtime compromising social distancing.	<i>At lunchtimes students stay strictly within bubbles and ensure appropriate supervision is in place.</i>	5	1	5			
1	Spread of virus due to increased numbers of people within the building.	<i>See 1.3</i>	5	1	5			
1	Inadequate social distancing measures leading to spread of the virus	<i>Bubble cohorts do not mix. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try to keep their distance from pupils and other staff as much as they can (ideally 2m from other adults).</i>	5	1	5			
1	Plan for remote education at short notice	<i>Remote education is integrated into school curriculum planning: all lessons audio recorded and work available via teams</i>	0	0	0			
1	Physical activity	<i>PE curriculum to continue as normal. Following guidance from government on PE. Pupils kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise  Students who have PE will wear sports kit to school that day so no changing in the corridors.</i>	5	1	5			
1, 2	Communications to parents and staff	<i>Communications time-table in place, let parents know when they can expect to hear from the school, manage expectations to avoid any parental confusion. End of term</i>	5	1	5			

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Hazard & Potential Consequences		S	L	R	S	L	R
		<i>letter and Pre-return letter in August. Staff are briefed daily and have a forum for raising concerns and issues.</i>					
DO – Shielding, minimise contact and mixing, Clean regularly, handwashing and hygiene.							
1	Travel to school and provision of safe school transport:	<i>encourage parents and children and young people to walk or cycle to school where possible.. Met with Bus companies and trains to ensure new government guidance is followed with regard to face masks, seating and sanitisers</i>			5	1	5
1	School Transport arrangements support changes to school times	<i>Liaised with the School Transport Team before change are made. Follow government guidance <a href="https://www.gov.uk/guidance/working-safely-duringcoronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-duringcoronavirus-covid-19/vehicles</a> Staggered train leaving times with boys with regard to limiting congestion on buses and trains</i>			5	1	5
1	Contaminated surfaces spreading virus.	<i>Remove unnecessary items removed from classrooms and other learning environments where there is space to store it elsewhere. Regular cleaning. Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safeworking-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipmentppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safeworking-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipmentppe</a></i>			5	1	5
1	Using play equipment - multiple use	<i>Appropriately cleaned between buubles following guidance fo practical subjects</i>			5	1	5
1	Shared resources and equipment increasing spread	<i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopier to reduce social distancing. Enhanced cleaning regimes.</i>			5	1	5

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1	Cleaning staff and hygiene contractor's capacity - providing additional requirements	<i>Discussed with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensured cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See</i>	5	1	5			
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		<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> and <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>							
1, 10	Sufficient handwashing facilities for staff and pupils	<i>Where a sink is not nearby, access to hand sanitiser in all entrances and exits to buildings and other learning environments. Regular access to facilities throughout the day. Provided additional sinks for staff</i>	5	1	5				
1	Additional time for staff and pupils to carry out handwashing	<i>Frequent hand cleaning as part of normal routine. Regime for entrance to buildings and exit of classrooms before lesson end. X4</i>	5	1	5				
1	Handwashing practice with children	<a href="https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a>	5	1	5				
1, 9	Sufficient supplies of soap and cleaning products	<i>Sufficient supplies and deliveries built up Use regular detergents and bleach. Review COSHH assessments and implement additional controls required where there has been any change in products.</i>	5	1	5				
1	Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time.. Bubble specific toilets with floor direction signs one way</i>							

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2	Inadequate training for Heads on completion of RA for covid-19 return leading to anxiety and lack of the reassurance needed for staff	<i>Guidance, risk assessment and checklist provided to schools, Schools DfE Helpline and resources, access to support via LA</i>	5	1	5			
1, 2	Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<i>existing staff deployed flexibly to welcome back all pupils at the start of the autumn term. Managers discussed and agreed any changes to staff roles with individuals.</i> <a href="https://www.gov.uk/guidance/school-workload-reductiontoolkit">https://www.gov.uk/guidance/school-workload-reductiontoolkit</a>	5	1	5			

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		<a href="https://www.gov.uk/government/collections/case-studiesremote-education-practice-for-schools-during-coronaviruscovid-19">https://www.gov.uk/government/collections/case-studiesremote-education-practice-for-schools-during-coronaviruscovid-19</a>							
2	Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<i>Early and continuous dialogue about return to work without. Plans shared and consulted on- risk assessment to be shared- two full days discussion and training with all staff- recorded live on teams for those absent- individual RA' with staff where required</i>	5	1	5				
1	Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>Talked to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>	5	1	5				

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1	Accessing testing arrangements are clear for all staff	<p><i>Access to testing is already available to all essential workers</i></p> <p><a href="https://bit.ly/2VqU4Ue">https://bit.ly/2VqU4Ue</a> - Local testing</p>	5	1	5			
1, 10	Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</i></p> <p><i>If contact with the child or young person is necessary, then gloves, an apron and a 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</i></p> <p><i>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-</a></p>	5	1	5			

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		<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">in-education-childcare-and-childrens-social-care-settings including the use of personal protective equipment ppe</a>							
1, 10	Staff use of PPE	<p><i>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance</i></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings including the use of personal protective equipment ppe</a></p>	N	A					

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1, 10	Use of PPE Lack of understanding	<p><i>Adequate training / briefing on use and safe disposal</i>  <a href="https://www.gov.uk/government/publications/covid-19personal-protective-equipment-use-for-non-aerosolgenerating-procedures">https://www.gov.uk/government/publications/covid-19personal-protective-equipment-use-for-non-aerosolgenerating-procedures</a></p> <p><i>Follow guidance on putting on and taking off standard PPE and above guidance on use in education settings.</i></p> <p><i>On site qualified nurse</i></p>	5	1	5			
1	Dealing with suspected and confirmed cases / cases	<p><i>Follow government guidance on what happens if someone becomes ill and what happens if there is a confirmed case of coronavirus in a setting</i>  <a href="https://www.gov.uk/government/publications/coronaviruscovid-19-implementing-protective-measures-in-educationand-childcare-settings">https://www.gov.uk/government/publications/coronaviruscovid-19-implementing-protective-measures-in-educationand-childcare-settings</a></p> <p><a href="#">Guidance for full opening: schools (2/7/20)</a></p> <p><i>Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes.</i></p> <p><i>As in usual practice, in an emergency call 999 if someone is seriously ill or injured or their life is at risk. Anyone with Corona Virus / Covid 19 symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</i></p> <p><i>Any staff member who helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop</i></p>	5	1	5			

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		<i>symptoms themselves (in which case they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS test and trace.</i>						
1	Vulnerable groups who are clinically, extremely vulnerable.	<p><i>far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school.</i></p> <p><i>Read the <a href="#">current advice on shielding</a></i></p> <p><i><a href="#">COVID-19 - 'shielding' guidance for children and young people.</a></i></p> <p><i>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity.</i></p> <p><i>If parents of pupils with significant risk factors are concerned, we discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</i></p>	5	1	5			
1, 2	Children with EHCP	<p><i>Complete risk assessment before attendance</i></p> <p><i>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional</i></p>	5	1	5			

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		<p><i>help (for example, children in need), and any groups they identify as newly vulnerable on their return to school</i></p> <p><i>Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</i></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid19-send-risk-assessment-guidance</a></p>							
1	Pupils unable to follow guidance	<i>Ensure that the same teacher(s) and other staff are assigned to each group. Some children will need additional support to follow these measures</i>	5	1	5				
1	Member of a class becoming unwell with COVID19	<p><i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. A suitable room is allocated for this purpose and communicated intention to staff.</i></p> <p><i>Suitable PPE (including fluid resistant face mask) is available at this location.</i></p>	5	1	5				





## OCCUPATIONAL HEALTH AND SAFETY (OHS) FORM – RISK ASSESSMENT

		Full service for Y12/13/9/10 bubbles- delivery service for 7/8/9/11							
1	Parents, contractors, and other staff entering or working in the building – school complying with external requirements for staff safety	<i>Inform parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i>	5	1	5				
1	Suppliers understanding and complying with new arrangements	<i>Discussed new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>	5	1	5				
2	Parent aggression due to anxiety and stress.	<i>Increased supervision at entrances. Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety, keep parents up to date with regular communications.</i>	5	1	5				
Review – Monitor Arrangements, Consult with staff and consult with parents									
1	Continually review the steps put in place to ensure they remain effective and maintain communication with staff.	<i>Consultation with employees and trades union Safety Reps on risk assessments. Risk assessment published on school intranet and website. Nominated employees tasked to monitoring protection measures. Employees encourage to report any non compliance. The effectiveness of prevention measures will be monitored by school leaders. This risk assessment will be reviewed if the risk level changes and/or in light of updated guidance. Encourage feedback from parents via message boards or parent mail systems</i>	5	1	5				

## OCCUPATIONAL HEALTH AND SAFETY (OHS) FORM – RISK ASSESSMENT

Hazard number	Describe the Hazard & Potential Consequences	What are you already doing to control the risk	Residual risk			What else (if anything) do you need to do to control the risk	Reduced risk			
			S	L	R		S	L	R	

### ADMISSIONS TESTS

Hazard number	Describe the Hazard & Potential Consequences	What are you already doing to control the risk	Residual risk			What else (if anything) do you need to do to control the risk	Reduced risk			
			S	L	R		S	L	R	
Admissions Tests 13.10.20	Cross-contamination with large numbers of students from TGGS & TBGS arriving at the same time	Staggered start-coordinated with the boys TGGS 1 8.30 TGGS 1 9.00 TBGS 2 9.30 TGGS 2 1.00	5	1	5					
	Large numbers of candidates and staff in corridors and classrooms	Use 3 large halls with at least 2m between exam desks Smaller number of staff required	5	1	5					
	Cross contamination in busy toilets	Twenty port-a-loos ordered	5	1	5					

## OCCUPATIONAL HEALTH AND SAFETY (OHS) FORM – RISK ASSESSMENT

	Cross contamination whilst in school	Use of automatic sanitisers on every entranced	5	1	5			
	Contamination whilst handing over students	One way systems and use of large astro pitch as drop off zone Limit of one parent for pick up	5	1	5			
	Contamination from test materials/breaktime food	Students bring their own pencils and rubbers Spares are quarantined Papers handed out with gloves and after sanitising	5	1	5			

# OCCUPATIONAL HEALTH AND SAFETY (OHS) FORM – RISK ASSESSMENT

## Risk score and description

Likelihood	Maximum Impact					Risk score	Risk level
	1	2	3	4	5		
1	1	2	3	4	5	1 – 4	LOW
2	2	4	6	8	10	5 – 9	MEDIUM
3	3	6	9	12	15	9 – 15	HIGH
4	4	8	12	16	20	16 – 25	EXTREME
5	5	10	15	20	25		

Interpretation of Scores	
0 to 4	<b>Low</b> - These are currently at an acceptable level of risk, but monitoring should continue to ensure that they do not grow into a more serious threat, line management <b>MUST</b> be aware of these risks and ensure monitoring takes place.
5 to 8	<b>Medium</b> - These risks are moderate, and countermeasures should be implemented within a reasonable period, service area managers <b>MUST</b> be made aware of the risk and will be responsible for monitoring the action plan.

## OCCUPATIONAL HEALTH AND SAFETY (OHS) FORM – RISK ASSESSMENT

9 to 14	<b>High</b> - Countermeasures to control or eliminate these risks should be implemented as soon as reasonably practicable, service area and Assistant Director level senior managers <b>MUST</b> be made aware of the risk and will be responsible for monitoring the action plan.
15 to 25	<b>Extreme</b> - these risks require immediate control measures to be implemented or the cause of the risk should be ceased immediately, Service Directors and the SLT <b>MUST</b> be made aware of this risk and shall monitor progress and/or take over responsibility for actions.

Likelihood	
1	Rare - probability of occurrence is <5%
2	Unlikely - probability is >5% to <15%
3	Moderate - probability >15% to <50%
4	Likely - probability >50% to <90%
5	Almost certain - probability >90%
Severity	
1	<b>Insignificant</b> - A minor problem can be managed by adherence to normal business processes, no external scrutiny from a health and safety regulator. <b>Safety</b> - a hazard and/or near miss is identified with little potential to cause an incident. <b>Health</b> - no impact on any employee or other persons health.
2	<b>Minor</b> - An incident such as an accident, near miss or hazard report, a verbal concern by an enforcing officer concerning a risk e.g. failing to control a specific low impact hazard. <b>Safety</b> - a non-lost time accident and/or near miss or a hazard with the potential to cause a minor accident. <b>Health</b> - minor acute impact on a single employee with no possibility of any long-term effect.
3	<b>Moderate</b> - An accident involving up to 3 employees or member of the public requiring medical attention, letter from a regulatory authority requiring actions and identifying the possibility of sanctions. <b>Safety</b> - Lost time accident to up to 3 employees or a member of public requiring medical attention and possibly reportable under RIDDOR, a non-lost time accident and/or near miss or a hazard with the potential to cause a serious accident or a dangerous occurrence requiring notification under RIDDOR. <b>Health</b> - absenteeism due to a health issue and an increased possibility of a claim for damages with the possibility of a long term effect, e.g. DSE associated musculoskeletal issue.
4	<b>Major</b> - A notifiable major injury involving one or more employees or serious injury to member of the public. Issue of an Improvement and/or Prohibition notice from an Enforcing Authority. <b>Safety</b> - Lost time major notifiable accident involving one or more employees or a serious injury to one or more members of the public reportable under RIDDOR, a non-lost time accident and/or near miss or a hazard that causes extensive damage with the potential to have caused major injuries. <b>Health</b> - long term absenteeism due to a health issues and claims from one or more employees for damages due to long term impacts of condition.






### Step Five - (Review) Assessment review record

This form can be completed each time the risk assessment is reviewed. It is not necessary to re-write the assessment unless there are changes made that need to be recorded.

Date of review	Name of Reviewer	Reason for review	Comments	Next review date

### Assessor and manager declarations


Assessor					
I confirm that this assessment has been completed using all available materials, publications or guidance documentation available, and is an accurate reflection of the activity or equipment being assessed.					
Name of assessor/s:	Dr Nicholas Smith	Signatures:		Signatures:	
Name of others involved with assessment:	Mr Cowling Mrs Wallwork Mrs Rumbelow				

**Headteacher/Senior Leader declaration**

I confirm that this risk assessment is an accurate reflection of the risks and controls in place	Yes✓	No
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I will endeavour to ensure that the actions outlined in the action plan are progressed and completed by the agreed target dates	Yes✓	No
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Headteacher/Senior Leader comments:

Headteacher/Senior Leader name (print):	Signature: 	Date: 15/07/2020
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