

## 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 for a wider opening from the 1<sup>st</sup> June 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. Some examples have been giving of how this can be achieved, however schools will need to adapt and make it site specific. Alternative provision and special school settings should follow the same principles and guidance as mainstream schools, but consider any additional risks that might be present.



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 needs to be completed by the Headteacher / Senior Leadership Team and sections can be delegated to other staff where appropriate.**

*Note: This checklist has been produced by SMBC for all schools where SMBC is the employer. Other types of schools, such as voluntary aided & foundation schools, academies and free schools, are welcome to use this document however schools are free to use their own risk assessment format and should check with their employer what arrangements are in place.*

### 1) Building management prior to wider opening

Risk controls to be put in place	How will this be achieved ( <i>items in italics are examples. Schools will need to adapt and make site specific, where appropriate</i> )	Assigned to:	Date completed:
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 the wider opening to pupils and staff.	<ul style="list-style-type: none"> <li><i>A workplace inspection will be carried out by Site Manager and Governor using the suggested SMBC workplace inspection template</i></li> </ul>  <p>H&amp;S Inspection Template.doc</p>		

Risk controls to be put in place	How will this be achieved ( <i>items in italics are examples. Schools will need to adapt and make site specific, where appropriate</i> )	Assigned to:	Date completed:
	<ul style="list-style-type: none"> <li>The Site Manager will carry out a site inspection using the suggested  Monthly Site Checklist.</li> <li>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.</li> </ul>  <p>Property Services ManagingSchools</p>		
Secondary Schools - Science departments - chemical store, radioactive sources, and equipment e.g. fume cupboards etc. to check prior to widening opening.	<ul style="list-style-type: none"> <li>Science Department will follow <a href="#">‘CLEAPSS guidance for science departments (GL345) &amp; DT (GL347) returning to school after an extended period of closure’</a> (latest version).</li> </ul>		

## 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: ( <i>Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate</i> )	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>Vulnerable children of all age groups with education health and care (EHC) plans to be reviewed and if suitable to attend school.</i></li> <li><i>Children, young people and staff classed as extremely clinically vulnerable continue to shield.</i></li> <li><i>Children, young people and staff clinically vulnerable, including those who are pregnant and other vulnerable groups seek medical advice.</i></li> </ul>		

Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	Assigned to:	Date completed:
	<ul style="list-style-type: none"> <li>• <i>A child/young person or staff member living in a household with someone who is extremely clinically vulnerable to return only if stringent control measures can be put in place to maintain social distancing.</i></li> </ul>		
<p>Government's protective measures to be implemented to help meet social distancing in school.</p>	<ul style="list-style-type: none"> <li>• <i>Carry out survey with parents to establish potential numbers of pupils expected to return so adequate staff and resources can be put in place.</i></li> <li>• <i>Assess rooms and other shared spaces to determine the maximum numbers of pupils that they can hold, maintaining social distancing.</i></li> <li>• <i>Organise pupils into small consistent groups and they stay away from other people and other groups. Small groups preferably stay in the same classroom throughout the day. Consider teachers moving not pupils if necessary</i></li> <li>• <i>No more than 15 pupils per small group and one teacher (and, if needed, 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 ratio's.</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 and workshops rearranged with sitting positions 2 metres apart.</i></li> <li>• <i>Ensuring staff members remain over 2m distant from one another during essential staff training/meetings.</i></li> <li>• <i>Follow CLEAPSS guidance for workshops and science labs.</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> </ul>		

Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	Assigned to:	Date completed:
	<ul style="list-style-type: none"> <li><i>If unable to achieve social distancing in small groups, discuss options with LA services.</i></li> </ul>		

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

Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	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, texts, social media, school website, staff briefing.</i></li> </ul>		
<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.</i></li> </ul>		

Risk controls to be put in place	How will this be achieved: <b><i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i></b>	Assigned to:	Date completed:
Develop a process to send staff, pupils and others home if they develop Coronavirus symptoms including what action they need to take.	<ul style="list-style-type: none"> <li>• Refer to Government guidance.</li> <li>• Review school's health and safety policy arrangements, 'Supporting pupils with medical conditions' policy or medication policy. Consider additional Coronavirus section.</li> </ul>		
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>• Look at criteria in guidance and identify suitable room if possible.</li> <li>• Cleaner or other trained staff to clean area after use following the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>• PPE to be used by staff if a 2 metre distance cannot be maintained.</li> </ul>		
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>• 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></li> <li>• 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.</li> <li>• Refer to SMBC PPE guidance.</li> </ul>		
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>• Refer to suggested SMBC first aid needs assessment and update where required including increasing PPE in first aid boxes.</li> </ul>  <p>FirstAidNeedsAssessmentApril 2020.doc</p>	-	
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>• 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></li> </ul>		
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>• Refer to <a href="#">Public Health advice</a></li> </ul>		

Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	Assigned to:	Date completed:
	<ul style="list-style-type: none"> <li><i>Review school's health and safety policy arrangements 'Supporting pupils with medical conditions' policy or medication policy. Consider additional Coronavirus section.</i></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 lightly weekly flushing) if normal site staff develop symptoms and/or have to self-isolate.</p>	<ul style="list-style-type: none"> <li><i>Contact SMBC Property Services (or other designated provider) to see if a competent person is able to complete the building and compliance checks.</i></li> <li><i>Seek support from other schools.</i></li> <li><i>Contact LA services</i></li> </ul>		

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

Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	Assigned to:	Date completed:
<p>Ensure the following have been to communicated to pupils, staff, visitors etc. :-            - The importance of good hand hygiene.            - Hands are cleaned on arrival at the setting, before and after eating, and after sneezing or coughing.</p>	<ul style="list-style-type: none"> <li><i>e.g. posters, games, songs and repetition during teaching time, daily staff briefing, reminders to staff, signage in reception.</i></li> <li><i>Hand sanitisers at reception</i></li> </ul>		
<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>		
<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>		
<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>E.g. newsletter, texts, social media, school website, staff briefing.</i></li> </ul>		



## 5) Ensure good respiratory hygiene

Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	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, reminders to staff.</i></li> <li>• <i>Procurement of tissues for classrooms, offices, staffroom etc.</i></li> </ul>		
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>		
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>		
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>		

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

Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	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>		

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>		
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> </ul>		
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.</i></li> </ul>		

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

<b>Risk controls to be put in place</b>	<b>How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i></b>	<b>Assigned to:</b>	<b>Date completed:</b>
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></li> </ul>		
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> </ul>		
Review emergency evacuation plans and Personal Emergency Evacuation Plan (PEEP).	<ul style="list-style-type: none"> <li>• <i>Review school's Emergency Evacuation Plans and PEEPs taking into account any changes to building layout, one way systems etc.</i></li> </ul>		
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>		
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>		
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	<ul style="list-style-type: none"> <li>• <i>e.g. newsletter, texts, social media, school website,</i></li> </ul>		



Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	Assigned to:	Date completed:
conducted safely). Also, ask that only one parent/child carer collects pupil/s.			
Reduce the use of shared resources between pupils and staff.	<ul style="list-style-type: none"> <li>• <i>Create stationary packs for each group.</i></li> </ul>		
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 team teach trainers</i></li> <li>• <i>Toolbox talk</i></li> </ul>		
Review manual handling duties where more than one person needs to move an item.	<ul style="list-style-type: none"> <li>• <i>Review manual handling activities risk assessment.</i></li> <li>• <i>Review staff training (manual handling training available on ATF web portal).</i></li> </ul>		

### 8) Communication of plans and training

Risk controls to be put in place	How will this be achieved: <i>(Please note – items in italics are examples. Schools will need to adapt and make site specific, where appropriate)</i>	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>		
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>• <i>Emails, briefing</i></li> </ul>		

Signed:	Date:
Headteacher / SLT Member:	
Review date:	



### **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](#)
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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