

RISK ASSESSMENT TEMPLATE: FULLY REOPENING A SCHOOL AFTER THE CORONAVIRUS PANDEMIC LOCKDOWN

RAS39

(Checked for Conformity July 2020)

Coronavirus (COVID-19) is a new respiratory illness that has not previously been seen in humans. It belongs to a large family of viruses that cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). Schools have been in a prolonged period of stasis, catering for only students that fell into the categories of 'vulnerable' and 'children of key workers' for some time. However, the government have announced that **all pupils, in all year groups**, will return to school full-time from the beginning of the autumn term, 2020. This risk assessment template is produced to assist schools in preparing to return other students back to teaching and learning on the school/academy site, rather than being taught remotely. This template will be revised regularly as the situation and advice changes over the coming weeks.

It is vital that you consider all of the local circumstances which affect your school and look at the possible support which is on offer from nearby schools and your Local Authority and put those into the mix. Consequently, this risk assessment template is extremely long and detailed, but will need a lot of input and localisation from you and your colleagues.

ACTIVITIES: (What will you be doing and with whom?)	THE FULL REOPENING OF HOLLAND PARK PRIMARY SCHOOL			
DATE OF RISK ASSESSMENT:	Date completed:	01/09/2020	Date to be reviewed: (At least weekly)	Weekly
STAFFING: (Staff deployment, responsibilities, expertise, etc.)	Head Teacher / Site Manager			
<p>PLEASE ENSURE THAT THE CURRENT DfE, PHE, HSE and ACAS GUIDANCE IS ALL CAPABLE OF BEING FOLLOWED WHEN RE-OPENING YOUR SCHOOL.</p> <p>Following the Minister for Education's announcement on July 2nd 2020, and subsequent DfE guidance, all year groups, will return to school full-time from the beginning of the autumn term. Control measures must be put in place, which are outlined in this document. It is vitally important that social distancing guidance must be adhered to, which will be an enormous challenge for all age groups, but particularly younger ones.</p> <p>In the government's guidance, published on 2nd July 2020, it was advised that: "There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk."</p>				

PLEASE SEE:General Advice

List of all general Coronavirus (COVID-19) guidance: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

General .GOV.UK Coronavirus guidance: <https://www.gov.uk/coronavirus>

DfE Advice

List of all DfE Coronavirus (COVID-19) guidance for schools: <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

Reopening of Schools in September 2020 guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

DfE advice for safe working in Education Settings, including 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>

DfE Social Distancing in Education settings guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

DfE Primary-specific guidance: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

DfE Second-specific guidance: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>

DfE Scientific Advice regarding COVID-19: <https://www.gov.uk/government/publications/overview-of-scientific-information-on-coronavirus-covid-19>

DfE Cleaning Advice for Non-Healthcare Settings for COVID-19: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings?utm_source=14399e54-42d4-4c63-b0fe-1d907bfe9c42&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

HSE Advice

List of all HSE Coronavirus (COVID-19) guidance: <https://www.hse.gov.uk/news/coronavirus.htm>

Plus HSE documents: <https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf> & <https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf>

ACAS Advice

ACAS Mental Health at Work During Coronavirus (COVID-19) guidance: <https://www.acas.org.uk/supporting-mental-health-workplace>

FAILURE TO FOLLOW GUIDANCE OR DELIVER A SUITABLE AND SUFFICIENT RISK ASSESSMENT COULD LEAVE YOU VULNERABLE TO HSE/LEGAL ACTION. PLEASE ERR ON THE SIDE OF CAUTION AT ALL TIMES.

Aspects to Consider (List only actual hazards/issues related to planned activities)	Who is Affected/What Might Happen? (Staff, students, visitors etc.)	Inherent Likelihood & Severity (See table at end of doc)	Inherent Risk Score (Likelihood X Severity)	Control Measures (How you will reduce the risks and whether they are already in place or not e.g. guards on machines already in place or need to wear PPE eye wear/gloves)	Are Control Measures in Place? If Not, Who Will Implement? (Staff member names or job roles)	Remaining Likelihood & Severity (See table below)	Residual Risk Score (Likelihood X Severity)	When Done & By Whom?
PREPARATION IF THE FACILITY HAS BEEN CLOSED SINCE 23 MARCH 2020								
*All Sigma estates have remained partially or fully open since March 2020. All statutory and compliance works have been completed throughout this period. Any postponed compliance inspections have been rescheduled and will be completed prior to a September full re-opening.								
PREPARATION FOR SCHOOLS WHICH HAVE BEEN PARTIALLY OPEN SINCE 23 MARCH 2020								
Deep cleaning	ALL – failure to effectively clean site will enable the further spread of infection.	4:4	16	All Sigma estates will receive a deep clean in August 2020 prior to re-opening. This will include the full site.	Yes – deep cleans are scheduled	1:4	4	KW
Health & Safety Policy	ALL	2:2	4	The Sigma Trust H&S policy will be updated and reviewed when required to ensure compliance with current guidance	Yes – H&S policy reviewed August 2020	2:1	2	COFO/TE M
INFORMATION FOR STUDENTS, STAFF AND PARENTS								
Is our information up to date?	ALL – the wrong information is shared with stakeholders	3:3	9	Currently the government's response to the virus is being updated daily and concerned teachers and other school staff are urged to check it regularly.	Most up-to-date guidance (28/09/2020) used to inform induction training and information letter to parents	1:3	3	MM

<p>Share visual information with students and staff and parents/carers continually after the school reopens.</p>	<p>Pupils/ Parents/Staff / Visitors – Lack of visual information can create concern and panic or poor practice increasing risk.</p>	<p>3:3</p>	<p>9</p>	<p>Ensure that information posters, for example <i>Catch it, Bin it, Kill it</i> are displayed prominently in student and staff areas.</p> <p>Distribute DfE information for parents/carers: https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings</p>	<p>Posters installed throughout school, in classrooms and other prominent areas.</p> <p>Staff to point out posters to children and discuss purpose and meaning.</p>	<p>1:3</p>	<p>3</p>	<p>Posters in place for 03/09/20</p>
<p>Staff support, updates and training</p>	<p>Staff - Pressure on staff after a period of absence and managing classroom environments in difficult circumstances. Risk of staff not being comfortable or trained in procedures.</p>	<p>4:4</p>	<p>16</p>	<ul style="list-style-type: none"> • All staff require an induction on returning to work. • Regular updates (daily at first) to all staff and then specific updates to relevant staff who have particular responsibilities. This can be via an email from the Head. • Use E-Training courses to prepare staff for returning to work, notably in the realm of mental health/stress. We recommend the Handsam E-Training Centre courses for Coping with Stress and Managing Stress • Ensure that any staff being asked to „fill in“ to support colleagues are trained to a suitable and sufficient level for the tasks required of them, or that the activities are rearranged or reorganised to ensure safety • Counselling for staff is available via contact with the central HR team service provider. 	<p>SLT/Trust - Induction programme to be agreed and rolled out</p> <p>HT - daily email update. CEO update to HT"s.</p> <p>HANDSAM courses to be appointed by Site Manager / Administrator.</p> <p>Risk assessment for activities need updating for staff who are „filling in“ - Site Manager / Hd.</p> <p>HR Central team circulate</p>	<p>1:4</p>	<p>4</p>	<p>MM - Staff induction training on Wed 2nd Sept 2020</p>

					information about HR support service provider			
Information assemblies	Pupils / Staff - Confusion and uncertainty over new rules and regulations amongst pupils and staff. Large gatherings present social distance risk	4:3	12	Deliver assemblies to all students, detailing what the school is doing to prevent the spread of infection. This will be particularly important if any level of infection either occurs or is rumoured to have done so. Information about any changes in the school day, policies or layout should be given in these assemblies. Assemblies must be held according to government guidelines on social distancing.	Virtual assemblies held for each year group during first full week back.	2:3	6	MM
Penalties for non-attendance	Parents	3:1	3	<ul style="list-style-type: none"> Are parents aware that there may be a fixed penalty charge incurred if their child does not attend school regularly? Attendance policy reviewed 	Parents have been made aware and DfE guidance shared. Pastoral Team have also spoken to identified 'at risk' families.	2:1	2	MM, MT, Pastoral Team
Reluctant and anxious students	Parents/ Pupils	4:1	3	<ul style="list-style-type: none"> Are staff aware of any anxious or reluctant students? Are there steps in place to support them? Attendance policy / safeguarding policy / pastoral/welfare policy reviewed 	<p>Pastoral Team have spoken to identified families.</p> <p>Staff welcoming pupils and parents on the playground at the beginning of the day</p>	2:1	2	ALL
HYGIENE AND INFECTION								

<p>Returning staff and students</p>	<p>Pupils / Staff / Parents / Wider Community - Lack of a robust cleaning schedule allowing for social distancing enhances the likelihood of transmission from confirmed cases. Those showing symptoms can spread the illness in confined spaces and locations.</p>	<p>3:4</p>	<p>12</p>	<ul style="list-style-type: none"> • Follow the Sigma Trust agreed Covid_19 procedures • Follow the Sigma Trust agreed Covid_19 continuity plan <p>How will staff safely travel to site?</p> <ul style="list-style-type: none"> • How will parents be allowed onto site to drop students off, if at all? • There should be active engagement with NHS Test and Trace. 	<p>Trust agreed procedures for the management of Covid related incidents and a continuity plan for partial or full closures has been developed</p> <p>Staff must confirm concerns via phone contact with HR link at each estate.</p> <p>Any confirmed case needs to be reported ASAP and Government guidance adhered to remove class group and staff from site for 14 days.</p> <p>Parents/carers will observe 2m social distancing outside of entrance points this will be marked with signs</p> <p>Parents will enter school via Entrance 2 and follow one-way system onto playground. Class</p>	<p>2:4</p>	<p>8</p>	
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					<p>teachers will be waiting for pupil at allocated positions around the playground. Parents continue to follow the one way system that 'loops' around playground and back out via Entrance 1. One-way system is demarcated on the playground with white lines and arrows. Parents will not be allowed to congregate on school premises. Parents of EYFS pupils will use Entrance 3 for drop off and pick up. Only one parent/carer will drop pupils off where possible Entrance gate will be opened at 8.30am and remain open until 8.50am to allow a wider window for dropping children off. Parents with siblings at the school will be asked to drop off from 8.30am and parents</p>			
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					<p>with only one child at school will be asked to drop off from 8.40am <i>(approximately a third of our 250 families have more than one child at school)</i> Each class will have a set route back to class At the end of the day the entrance gate will be opened at 2.50pm and remain open until 3.10pm and the opposite will happen. Parents will not be able to hold conversations with teachers and will be encouraged to contact the school and make a telephone appointment.</p>			
<p>What are the school/academy's measures to ensure the containment or prevention of spread of the virus?</p>	<p>Pupil / Staff - Ineffective social distancing and hygiene creating further spread and infection of the</p>	4:4	16	<ul style="list-style-type: none"> • See: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings • How will you manage to keep to this guidance? Especially in terms 	<p>Site team - install signage provided by the central team.</p> <p>HT/Catering Manager - set lunch / break times</p>	2:4	8	

	virus.			<p>of structural social distancing – eg numbers of students in classes with physical distancing, movement around school etc.</p> <ul style="list-style-type: none"> • Can you adhere to the class size and staff availability section of the guidance at every point as the ramp up of students returning to site develops? • Establish regular review points to revise this reore and keep each signed iteration of it as a record. • How will you manage by staggering breaks/lunch times to ensure risk of infection is minimised? • Do you need to expand physical capacity of the school with temporary buildings or using spaces for purposes other than their original design because you are splitting classes up (eg hall, gym, cafeteria, library, open plan spaces, staff room)? • Do you need to review your curriculum policy? • How will you ensure the delivery of a broad and balanced curriculum? – are their plans in place to ensure “missed knowledge” is prioritised upon return? • If you have any children who live with people who are ‘shielding’ can you ensure those students are kept strictly within the guidelines? How do you even identify these students effectively? 	<p>and what provision will be offered.</p> <p>HT - consider school day and need to build cleaning into scheduled - enabling social distancing.</p> <p>SLT - ensure initial communication with pupils/parents allows for feedback on shielded family members.</p> <p>Site Manager - programme a deep clean prior to confirmed partial re-opening date.</p> <p>Site Manager - liaise with service providers or in-house cleaners to review cleaning programme / schedule and record the plan. Check COSHH of cleaning products and consider operational hours</p>			
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				<ul style="list-style-type: none"> • Take hygiene measures to reduce the risk of infection spreading, including social distancing for all persons (see DfE advice). • Schools should ask parents and staff to inform them immediately of the results of a test. • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. • Can you deliver a suitable and sufficient cleaning regime during school days? The suggestion is every two hours (or at the very least, the start and end of day plus twice more in between.) • Make sure that staff and students are familiar with the appropriate hygiene regimes (hand washing etc) and enforce them with students – the recommendation is at least every two hours. • Is there suitable access to enough washing facilities, soap and hand gel for everyone on site at all times? • Are supplies able to be assured? What back up plans are in place? • Put up signs across the site encouraging good hygiene habits and any other relevant signage to assist the school in managing the return. Ensure that information posters, for example Catch it, Bin it, Kill it are displayed prominently in 	<p>for social distancing</p> <p>Site manager - Audit current cleaning facilities in each location and confirm acceptable. If not, further sanitation units will be provided via contact with the central estates team.</p> <p>Site manager - ensure that there is a room suitable for social distancing and safety where those displaying symptoms can be escorted to awaiting collection from site.</p>			
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				<p>student and staff areas to encourage a good hygiene regime.</p> <ul style="list-style-type: none"> • Where applicable, appropriate PPE should be worn. • PPE should be worn if a student becomes ill with Coronavirus (COVID-19) symptoms and a distance of more than two metres cannot be maintained, or if the students receives routine, intimate care. 				
<p>What steps can we take regarding hygiene to reduce the risks of infection?</p>	Pupils / staff	3:4	12	<ul style="list-style-type: none"> • Wash hands often - with soap and water, or use alcohol sanitiser if handwashing facilities are not available, especially after using public transport – at least every two hours. • Cover your cough or sneeze with a tissue, then disposing of the tissue in a bin. • If you feel unwell, stay at home and do not attend any education or childcare setting – the guidance states <i>“No one with symptoms should attend a setting for any reason.”</i> There should be active engagement with NHS Test and Trace. • How will access to toilets/welfare facilities be managed for both staff and students? • Pupils, students, staff and visitors should wash their hands, before leaving home, on arrival at school, after using the toilet, after breaks and sporting activities, before food 	<p>Site Manager - report nos. of sinks, etc. to HT and plan if works required.</p> <p>Central - Alcohol wipes to be provided for each room for teaching staff use.</p> <p>HT/Office Manager - ensure reception is closed within reason. Some visits / contact may be required - local strict management of this needs to be in place. Site team can support where access control is installed.</p>	2:4	8	

				<p>preparation, before eating any food including snacks and before leaving school.</p> <ul style="list-style-type: none"> • Ensure toilets are flushed with the seats down to stop airborne particles causing transmission of infection. • Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet • Clean and disinfect frequently touched objects and surfaces. • An alcohol-based hand sanitiser should be used if soap and water are not available. It should contain at least 60% alcohol. • How will you avoid close contact with people who are unwell. • How will you discourage the touching of eyes, nose and mouth • Encourage staff and students to be honest in reporting symptoms. • How will main school reception be managed to reduce risk of infection? • How will common areas be managed to reduce risk of infection? • Wherever possible, staff and students should be encouraged to use exclusively their own equipment (pens, pencils etc) as much as possible and avoid sharing resources. 	<p>HT/SLT - to develop a system of moving around site „one way“ and promote this via locally produced posters and signage for all to understand.</p> <p>Pupils and staff to remain in bubbles when moving around staff</p> <p>Reception main door to be left on secure setting so no admittance to visitors.</p> <p>Each bubble will have access to handwashing facilities including soap and hand sanitiser Pupils will be educated and reminded regularly about the importance of washing their hands and the correct technique/method to use (this may include watching</p>			
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				<ul style="list-style-type: none"> Consider limiting resources wherever possible, including lunchboxes, hats and mobile phones. 	<p>videos, singing songs etc)</p> <p>Each classroom will have a number of signs and posters to remind them about hand washing</p> <p>Adequate supplies of hand soap will be available in the toilets. Where bubbles are sharing a toilet block, hand basins will be allocated to each bubble and pupils will be educated to only use their allocated basin and hand soap</p> <p>. Where doors have to be kept shut (i.e. those with a 'maglock') hand sanitisers will be placed either side of the door and should be used before touching the door</p>			
DEALING WITH GROUPS								
	Pupils	2:4	8	<ul style="list-style-type: none"> The government advice is: <i>"Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a</i> 	Each Year Group will form a bubble	1:4	8	

<p>Grouping students</p>				<p><i>positive case to identify those who may need to self-isolate, and keep that number as small as possible.”</i></p> <ul style="list-style-type: none"> • Assess the circumstances – if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. • When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). 	<p>Pupils will not come into contact with other bubbles</p> <p>Staff movement between bubbles will be kept to an absolute minimum e.g. PPA, sickness cover</p> <p>Any staff movement between bubbles must be authorised by SLT</p> <p>Bubbles will have allocated areas for outdoor provision, PE, break and lunchtimes that they will stick to</p>			
<p>Using staff with groups</p>	<p>Pupils and staff – increased risk of infection via adults working in more than one bubble</p>	<p>2:4</p>	<p>8</p>	<p>Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally two metres from other adults. Again, we recognise this is not likely to be possible with younger children and teacher.</p>	<p>Staff will be allocated to a bubble and will work across both classes within that bubble.</p> <p>Any staff movement between bubbles must be authorised by SLT and will be assessed for risk and necessity.</p> <p>Adult movement around the school</p>	<p>1:4</p>	<p>8</p>	

					will be kept to a minimum for those not allocated a bubble (e.g. Admin staff)			
MANAGING THE SCHOOL DAY								
Staggered timings	N/A	N/A	N/A	<ul style="list-style-type: none"> • Are you able to stagger the start/end of the school day for different groups? • If the start/end of the day are staggered, the amount of teaching time must remain constant. 	Timings are not being staggered. (see pick up and drop off procedure)	N/A	N/A	N/A
Before and after school	Parents / pupils / staff	2:2	4	<ul style="list-style-type: none"> • Are parents informed of any changes to the start/finish times of the school day? • Is there a system in place to deal with hand washing and the removal of face masks for staff and students arriving at school? If students keep their masks, they must be kept safely in a plastic bag. 	Parents informed in letter 01/09/2020 and via ongoing communication. Pupils wearing face masks will be spoon to on an individual basis about how masks should be worn, removed and stored.	1:2	2	
CONTINGENCY PLANS								
Who needs to be informed of any special measures?	SLT/LGC/Trustees/Officers	4:2	8	The Sigma Trust Covid_19 continuity plan to include all key contacts for reference and outlined responsibilities to manage any special measures	Sigma Trust continuity plan to be circulated	1:2	2	BMA

How do we decide if our school should close again & how will this decision be finalised?	HT/CEO	3:4	12	Central government will advise whether schools in affected areas should stay open or close, on the basis of scientific advice. This may well change day to day dependent upon on how COVID-19 spreads during the relaxation of lockdown. If the government were to advise closure, LAs would communicate the message to schools, but schools would not close at that point. LAs, acting on local health information, would inform schools when their area is affected and the advice to close applies. The decision on whether to close at that time remains with the head teacher of the school in consultation with the CEO of the trust.	Decision to be made by HT and CEO based on local circumstances and following Covid_19 continuity plan	3:4	12	HT/CEO
How can parents and carers be informed of any issues/closure?	ALL	3:2	6	<ul style="list-style-type: none"> • Check and update pupil and parent/carer contact details. • Draft template letters, both for re-closure and re-opening. 	School website Text alerts Email	3:1	3	
Are you prepared for remote learning in case of any issues/closure?	Pupils – being unable to access learning from home in the case of lockdown	2:1	2	Check with curriculum team.	All planning to include remote learning option Google classroom will be used and modelled to pupils in lessons	1:1	1	

<p>Will the school be able to open if there are multiple staff absences?</p>		<p>3:5</p>	<p>15</p>	<ul style="list-style-type: none"> • To what degree can you safely staff the school/academy? Does it leave you overstretched? How does annual leave come into the mix? Do you need to make an interim policy on leave? Will you be opening on non-standard school year days? • Plan how you might operate the school in the event of key staff absences, both teaching and ancillary personnel. Review arrangements for covering teaching and non-teaching duties, notably first aid, medical and safeguarding cover. • Consider the allocation of responsibilities, duties and cover arrangements during a pandemic, including who would take key decisions in the event of leadership team absence. • Consider how you will ensure that any peripatetic or agency staff you use, understand the school's new operational circumstances and risk assessments and be suitably supervised in delivering their duties, including having direct access to permanent senior staff for support. (N.B. there is no specific reference to non-employee 'staff' in the DfE advice so the presumption must be they should be risk assessed separately by you as per the H&S at Work Act and associated regulations). This may prove prohibitive for various reasons. 		<p>2:5</p>	<p>10</p>	
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				<ul style="list-style-type: none"> Consider drawing up a list of parent/volunteers (DBS checked) who could be used to supervise children in times of significant absence Research options with the LA as to how students might work from home during a pandemic. 				
Is your school suitably equipped?	Pupils / staff	3:4	12	<ul style="list-style-type: none"> Establish whether your school is suitably equipped with materials needed to implement infection control measures. These would include tissues, tissue disposal, hot water and soap. Check the school's cleaning arrangements/contracts and establish whether special provision could be made during a pandemic. Do you have the correct and sufficient PPE? 	Site Manager - complete stock check and liaise with local suppliers. Contract cleaning companies to be contacted ASAP to discuss provision Central - PPE being provided to sites	2:4	8	
SAFEGUARDING AND STUDENTS								
Is the school able to comply with the requirements of the current DfE advice on Safeguarding?	Staff	4:4	16	See: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers	Safeguarding and child protection policies reviewed and updated with any addendums clear Shared with staff 01/09/2020	1:4	4	

<p>Is the school able to comply with the requirements of KCSIE 2020 which remains in place until further notice?</p>	<p>Pupils</p>	<p>4:4</p>	<p>16</p>	<p>See: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p>	<p>Shared with staff 01/09/2020</p>	<p>1:4</p>	<p>4</p>	
<p>Health conditions</p>	<p>Pupils</p>	<p>4:4</p>	<p>16</p>	<ul style="list-style-type: none"> • Check with parents/carers whether any further conditions have developed in their children which you need to be made aware of. • Check with parents/carers whether any medication is being taken by any students. • Ensure all relevant staff are informed of the conditions and action to take and that any first aiders and medical staff are fully trained and able to give suitable and sufficient support in a crisis. 	<p>All pupil medical information and careplans are up to date</p> <p>Identified training has been delivered</p>	<p>2:4</p>	<p>8</p>	
<p>Ensure EHC plans can be delivered</p>	<p>Pupils</p>	<p>4:4</p>	<p>16</p>	<ul style="list-style-type: none"> • Consider how EHC plans can be delivered and how you can provide back up if a particular member of staff becomes unavailable for any reason at short notice. • Liaise with the necessary agencies and parents/carers. 	<p>All EHCP's have been reviewed by SENCO</p>	<p>1:4</p>	<p>4</p>	<p>RW</p>
<p>Is the school able to support students with any mental health issues which are very likely to occur at any time</p>	<p>Pupils and staff – deterioration in mental health and well being</p>	<p>4:2</p>	<p>8</p>	<ul style="list-style-type: none"> • Ensure you have trained staff in place or access to support quickly from other sources. • Consider the impact of the wide nature of the lockdown period and COVID-19 crisis in general on students – for example isolation, 	<p>Wellbeing/mental health support offered includes:</p> <ul style="list-style-type: none"> • Learning Mentor 	<p>3:2</p>	<p>6</p>	

<p>during this process?</p> <p>The DfE guidance states “We expect school leaders and teachers to consider their pupils’ mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn and assess where pupils are in their learning, and agree what adjustments may be needed to the school over the coming weeks. Plus identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils.”</p>				<p>being gung ho at being ‘let out’, emotional or sexual abuse which may have occurred as there has been a far higher instance of this reported during the lockdown period etc</p> <ul style="list-style-type: none"> • What counselling for staff and students is available? Can that be enacted in such a way that it can be delivered remotely? • Have adjustments been made following assessments of pupils’ learning needs to enable support for learning? Especially for the groups mentioned in the DfE guidance? • Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to support the rebuilding of friendships and social engagement, address and equip pupils to respond to issues linked to coronavirus (COVID-19) and support pupils with approaches to improving their physical and mental wellbeing. 	<ul style="list-style-type: none"> • Behaviour and Well being Lead • Support from NHS Mental Health team <p>Employee Assistance Programme (EAP) provision available for all staff</p>			
<p>Is the school able to deliver</p>	<p>Pupils and Parents –</p>			<p>Ensure that any such sessions which allow persons other than</p>	<p>Schools to identify key events for the</p>			

<p>interviews, transition sessions, open days, parents evenings etc?</p>	<p>events are cancelled</p>	<p>5:4</p>	<p>20</p>	<p>your staff and students onto your site are organised according to the prevailing guidance for schools: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings</p>	<p>Autumn term and review with CEO</p> <ul style="list-style-type: none"> - Year ahead meetings - Autumn Term Learning Reviews - Christmas performances 	<p>1:4</p>	<p>4</p>		
<p>Coronavirus related behaviour incidents</p>	<p>ALL – anti-social behaviour increases risk</p>	<p>3:4</p>	<p>12</p>	<p>Review the school’s behaviour policy to include coronavirus (COVID-19) related behaviour incidents.</p>	<p>Behaviour policy reviewed and updated with any addendums clear – this has been shared with staff and parents</p>	<p>2:4</p>	<p>8</p>		
<p>FIRST AID, MEDICAL AND EMERGENCIES</p>									
<p>First Aid and Medical provision</p>	<p>Pupils / staff</p>	<p>4:4</p>	<p>16</p>	<ul style="list-style-type: none"> • Are suitable numbers of correctly qualified first aiders / medical support staff able to be available at all times? • Please note that the HSE has announced that first aid certificates have been automatically extended by three months so you have some more leeway if your staff are nearing or have passed the end of their 3-year qualification. • If it is not possible to provide this support internally, can you bring other support in from outside provision – e.g. other local schools? 	<p>Each class will have a fully stocked first aid box in their classroom and a portable first aid kit for outdoor sessions Minor injuries (scratches, small cuts, grazes etc) or illness will be dealt with in class All accidents will be logged and forwarded to Welfare Officer for</p>	<p>2:4</p>	<p>8</p>		

				<ul style="list-style-type: none"> • If that is not possible, can there be access to this support that may be based off-site but able to attend site at short notice? • Are vulnerable staff (e.g. those with underlying health conditions or who may be pregnant) suitably supported and catered for? • Are staff who live with or look after vulnerable people able to be assisted to work from home? • Err on the side of caution at all times as you will be liable for any failure in this regard. 	<p>collation and monitoring</p> <p>More serious injuries or illness may result in the child visiting the Welfare Officer's room for treatment (younger pupils will be escorted to the Welfare Officer's Room by an adult from the bubble)</p> <p>The Welfare Officer will adhere to PPE guidance and observe social distancing wherever possible</p> <p>Only one pupil at a time will have access to the Welfare Officer's Room for treatment</p> <p>Pupil's may be required to wait outside the Welfare Officer's Room on plastic chairs that are 2m apart (these will be cleaned before and after each use)</p> <p>Pupil's that need to be sent home will be taken to the Family Room to wait for collection by</p>			
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					parents/carers and will observe social distancing in this room Plans will be in place for pupils' that require medication or have existing medical needs Where appropriate, pupils will keep their asthma inhalers in the box/crate under their desk to reduce trips to the medical room			
FOOD AND NUTRITON/HEALTH/DIETARY REQUIREMENTS AND SAFETY								
Can food hygiene and nutritional requirements be kept to?	ALL	4:3	12	There has been no relaxation of any requirement for food hygiene or nutritional requirements. Ensure your kitchen/provider can deliver to the usual standard.	An R/A has been completed by the Catering Manager in conjunction with LBA safety and the provision is compliant with hygiene and nutritional standards (HT to check with Catering Manager that an LBA R/A has been completed and confirm HT approval)	1:3	3	DM
Queuing arrangements	Pupils – social distancing not adhered to	4:4	16	Can queuing for lunch be made safe under the social distancing guidance? Do arrangements such	School meals and FSM will be supplied in a 'takeaway' style disposable container	1:4	4	

	while queuing for lunch			as serving lunch in classrooms need to be made?	<p>Pupils in Year 2 and above will eat their lunches in the classroom. School meals and FSM will be 'delivered' outside the classroom by the catering team on a trolley. The trolley will be left and an MDA will take the containers from the trolley and distribute accordingly. Catering staff will collect the trolley at a later time</p> <p>EYFS will eat their meals in the Dining Hall. Year 1 will eat their meals in the Sports Hall. Both halls will have all windows open to allow ventilation. Meal container will be served to children by catering staff to avoid children queuing at servery</p>			
PPE	Pupils and staff	4:4	16	Is suitable and sufficient PPE available to staff, particularly for cleaning up after lunch or clearing bio-hazards etc?	PPE available.	2:2	4	

Is food waste able to be disposed of/collected at suitable intervals?		4:4	16	Failure to dispose of food waste suitably, or delays to collections may lead to a build-up which attracts vermin.	All sites have been provided with a specialist food waste bin	1:1	1	
SAFE TEACHING PRACTICE								
Social distancing in the classroom	Pupils / staff	5:3	15	<ul style="list-style-type: none"> • All procedures and staff / student ratios should be set to ensure that the prevailing DfE guidance on social distancing is adhered to. See: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools • How does the timetable need to be adjusted to allow for this and any other factors such as expert staffing etc? • How do class sizes need to be adjusted and what does this mean for staffing? • How do classrooms need to be adjusted? • How will School ensure there is a mixture of online and on-site learning should it be required? 	All un-necessary furniture and resources will be removed from classrooms – this will include soft furnishings All pupil desks will face forwards Teacher’s desk will ensure social distancing	2:3	6	
Staff / Student ratios	Pupils and staff	5:3	15	<ul style="list-style-type: none"> • All legal (e.g. EYFS and EHC plans) and risk assessed levels of staff / student ratios able to be delivered at all times 		2:3	6	

<p>Practical lessons</p>	<p>Pupils</p>	<p>4:3</p>	<p>12</p>	<ul style="list-style-type: none"> • Practical activities contain far more hazards inherently. They will be even more difficult to deliver with social distancing guidance needing to be adhered to. Consider what is possible, what is practicable and where additional measures such as extra supervision, or expert staff in the room may be necessary. • Ensure that all practical lessons are re-risk assessed and signed off by department heads or if necessary members of SLT are consulted or asked to sign off • Ensure risk assessments are reviewed regularly and the current version is signed by all relevant staff and distributed to them. 	<p>All practical activities must be agreed with SLT beforehand</p> <p>Any equipment used must be quarantined for at least 48 hours or cleaned thoroughly before use</p>	<p>1:3</p>	<p>3</p>	
<p>Music and Singing</p> <p>The DfE advice states: <i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the</i></p>	<p>Pupils and staff – singing increases the risk of infection</p>	<p>3:4</p>	<p>12</p>	<ul style="list-style-type: none"> • Consider how music can be taught safely according to the guidance. • Consider how groups need to be created in order to deliver music safely (max. 15 students for ‘singing, chanting, playing wind or brass instruments or shouting’ with ‘physical distancing’ measures also in place). Lessons could be outside where possible to assist with this. • Consider which other lessons may include singing (common usage in languages, for example) and what precautions will need to be taken. 	<p>Singing should be held outside if necessary.</p> <p>Adults to stand behind rows of children and not in front.</p>	<p>2:4</p>	<p>8</p>	

<p><i>risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.”</i></p>								
<p>Physical Education</p> <p>The DfE advice states: <i>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying</i></p>		4:3	12	<ul style="list-style-type: none"> • Consider how sport/P.E. can be taught safely according to the guidance. N.B. contact sports are to be ‘avoided’. • Consider how ‘consistent’ groups need to be created in order to deliver sport/P.E. safely. • Consider locations of sports/P.E. lessons. The advice states: <i>‘Outdoor sports should be prioritised where possible, and large indoor spaces used where it</i> 	<p>Risk assessments have been produced for PE sessions.</p> <p>PE sessions conducted outside – if an indoor space has to be used then maximum group size is 15 pupils</p>	1:3	3	

<p><i>scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</i></p>				<p><i>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.'</i></p> <ul style="list-style-type: none"> • Consider how equipment can be 'thoroughly cleaned' between uses. • Consider the use of external coaches and what measures need to be in place to ensure their safety (e.g. social distancing, as they will move between 'bubbles') <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • Guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • Advice from organisations such as the Association for Physical Education and the Youth Sport Trust 	<p>Any equipment that is used during PE lessons will be quarantined for 48 hours.</p>			
<p>Ensure all statutory checks on equipment / machinery are made prior to use</p>	<p>Pupils/staff/visitors</p>	<p>5:3</p>	<p>15</p>	<ul style="list-style-type: none"> • Ensure that any statutory tests which are required and are due/overdue are delivered before any equipment / machinery is used. • Put the machinery / equipment out of use and inform all staff until this is delivered. • Ensure records are kept. 	<p>Site Manager – part of site manager works in preparation for opening up</p>	<p>1:3</p>	<p>3</p>	

Ensure visual checks on equipment / machinery are made prior to every use	Pupils/staff/visitors	5:3	15	Machinery or equipment which has not been used in a while must be checked to ensure it is usable, ideally by a competent person for using that piece of equipment. This may be true for many practical departments such as science, PE, DT, Art, Drama or Music. We recommend keeping simple handwritten records.	Site Manager – part of site manager works in preparation for opening up	1:3	3	
PPE		4:4	16	Ensure all relevant PPE is available or reschedule/amend the planned activity.	PPE is available	2:2	4	
Movement between lessons and breaks	Pupils and staff	4:3	12	<ul style="list-style-type: none"> Plan circulation around your site so as to ensure the social distancing guidance can be delivered. One option is to keep students in classrooms and rotate staff to reduce risks. Ensure supervision is sufficient during breaks to keep social distancing guidance working practically. 	One way system in operation	1:3	3	
FIRE AND LOCKDOWN								
Compliance checks are made prior to reopening	Pupils and staff	4:4	16	Check all firefighting equipment, signs and emergency lighting operates as it should.	Site Manager – all statutory checks need completing and recording on HANDSAM	1:4	4	

<p>Revised fire and lockdown procedures</p>	<p>Pupils and staff</p>	<p>5:5</p>	<p>25</p>	<p>Revise both the evacuation and lockdown procedure and communicate the new procedures to students and staff. These may further change as you admit further cohorts of students and staff, and reopen parts of your site, assuming you are reopening in phases.</p>		<p>1:5</p>	<p>5</p>	
<p>Fire and lockdown drills</p>	<p>Pupils and staff</p>	<p>4:5</p>	<p>20</p>	<ul style="list-style-type: none"> • Deliver a fire drill and lockdown rehearsal each time a significant change is made such as a whole new cohort being readmitted to the site. Do not underestimate what will have been forgotten by students and staff and if you are changing the procedures in any way you can iron out issues by testing and then evaluating them. • The records of staff fire marshals etc, should be updated to include information re. staff who have left since the spring term. 	<p>procedures have been reviewed and shared with staff and pupils Practice drills are scheduled</p>	<p>1:5</p>	<p>5</p>	
<p>PEEPs</p>		<p>2:3</p>	<p>6</p>	<ul style="list-style-type: none"> • Check that existing PEEPs remain valid and amend if necessary, ensuring all staff and relevant students are aware of the changes. • Inform parents/carers where necessary. • Deliver any new PEEPs which have become relevant. • Keep records. 	<p>All PEEPs updated and information shared with relevant people.</p>	<p>2:1</p>	<p>2</p>	

PREMISES COMPLIANCE								
Ensure unused areas of the building are not able to be accessed by unauthorised persons	Staff and pupils	2:4	8	Security of unused blocks or rooms should be checked regularly to ensure that roving staff or students are not able to access areas which are not being actively kept safe or are not being supervised as they are closed for use.	Site Manager has completed check	1:4	4	
Audits		3:3	9	Reschedule any audits, such as arson, fire, disability, safeguarding or full health and safety audits for a suitable time. The visits and reports will give you key information to assist you in ensuring the school is run safely and compliantly and to allow you to move to the next phase of your plan.		1:3	3	
SECURITY								
Ensure the security of the school is suitable and sufficient at all times	Pupils/staff – standard risks from security breaches (arson, assault)	1:4	4	Staff and students should not be put at a higher risk because of the pandemic. Consider Arson risks (see Handsam Quick Guide F05 Managing Fire Risk: Arson Risk Audit.)		1:4	4	
ADMINISTRATION								

<p>Is the school able to deliver the administrative requirements both internal and external?</p>	<p>Staff and Parents</p>	<p>5:2</p>	<p>10</p>	<ul style="list-style-type: none"> • Consider not only what you need to do in terms of record-keeping for the immediate timeframe, but also what preparation needs to be going into the forthcoming academic year. • We have sufficient staffing • Workspaces are suitable to allow for social distancing requirements 		<p>2:2</p>	<p>4</p>		
<p>Continued home working</p>	<p>Identified staff</p>	<p>3:1</p>	<p>3</p>	<ul style="list-style-type: none"> • Where possible the HSE still requires that workers work from home, rather than on site (05/05/20). That advice may change in coming weeks. You should only be looking to bring back onto site those staff whom you need to be able to operate for the phase of your plan. 	<p>HT to work with HR team to identify individuals or groups of staff that will remain working from home and follow guidance within the trust Covid_19 procedures</p>	<p>3:1</p>	<p>3</p>		
<p>CONTRACTORS, SUPPLY AND PERIPATETIC STAFF</p>									
<p>Check the status of all school suppliers / contractors</p>	<p>Staff/pupils – contractors without appropriate plans / processes present contamination breaches.</p>	<p>3:3</p>	<p>9</p>	<ul style="list-style-type: none"> •Satisfy yourself to a suitable level of detail dependent upon the critical nature of the service each contractor provides to you that the phase of opening you are proposing can be supported. Do not opt to stretch to the limit as a small break in any chain can lead to a significant outcome, even closure. •Ensure any variance of contracts is dealt with properly (possibly by your solicitor) and is written down and signed as agreed by all relevant parties. For example, provision of school meals may be far smaller. •Have a back-up plan. 	<p>Site Manager and Admin Teams to collect information from regular supplies and contractors and liaise with central team for review.</p>	<p>1:3</p>	<p>3</p>		

Plan for supplier / contractor / visitor site visits	Staff/pupils – contractors without appropriate plans / processes present contamination breaches.	1:3	3	<ul style="list-style-type: none"> • Ensure that visitors/contractors etc, are given full information prior to arrival such that their time on site and contact with staff or students is minimised (e.g. contractors arriving out of regular school hours to deliver statutory testing) and that any relevant PPE is provided by themselves or made available by the school. • Review their DBS/risk assessments in advance and ensure they are adhered to. • Work should be undertaken outside of school hours if possible. 	<p>All visitors must be authorised by HT</p> <p>Any visitor must adhere to social distancing and follow other restrictions and regulations set by the school</p> <p>Travel around the school will be restricted for visitors and they will only go where is absolutely necessary via the most direct route and/or using an outside route wherever possible</p>	1:3	3	
Plan for supplier / contractor failure	ALL	2:4	8	Develop back up plans as you must be ready for any supplier/contractor to fail to deliver at short notice as it cannot be predicted when coronavirus (COVID-19) might strike their workplace.	Schools to contact Trust Estates Manager in the event of a contractor becoming unable to deliver a key service or statutory inspection for support	1:2	2	Local Site Manager / TEM
Dealing with supply and peripatetic staff				Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise				

				contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.				
TRIPS, FIXTURES AND TRAVEL ARRANGEMENTS								
Travel to and from school at the beginning and end of the school day	Pupils and parents	5:3	15	<ul style="list-style-type: none"> •Ensure that travel arrangements for students who rely on school buses and public transport is available and suitable. •Is the use of public transport kept to a minimum? •If provided by the school ensure that the prevailing travel guidance is strictly adhered to. •Set out, communicate and police a policy for parents/carers/others 'hanging around' in the playground, at the school gates or outside at the start and end of day. 	<p>Pupils to be dropped off by only one parent/carer</p> <p>Signage in place to reinforced social distancing</p>	1:3	3	
Collection by a parent	Pupils	4:3	12	<ul style="list-style-type: none"> • If a child is awaiting collection, they should 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 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. 	Pupil's that need to be sent home will be taken to the Family Room to wait for collection by parents/carers and will observe social distancing in this room	4:2	8	

				<ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs.) 				
School transport		N/A	N/A	<ul style="list-style-type: none"> • Ensure any school transport is safe, drivers are licensed and checks have been delivered. • N.B Changes have been made to the MOT regulations, see: https://www.gov.uk/guidance/coronavirus-covid-19-mots-for-cars-vans-and-motorcycles-due-from-30-march-2020 • Vehicles must always be roadworthy. • Is there additional provision made for the more frequent cleaning of vehicles? • Can groups of students be transported in their own “bubbles” 		N/A	N/A	
School Trips		N/A	N/A	<ul style="list-style-type: none"> • Can the current government advice be adhered to? See: https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings 	Schools to list any planned visits or off site fixtures for the Autumn term for review with the CEO	N/A	N/A	

				<ul style="list-style-type: none"> • What other factors need to be risk assessed in order to consider whether you will run a particular trip? (First aid and medical provision, staffing ratios, emergency plan, transport, social distancing, PPE etc) • Be aware that currently (08/07/2020), the government advises against domestic and foreign, overnight visits. 	Nothing planned to date			
School fixtures				Currently (08/07/20) there is no formal government advice on fixtures, but it is difficult to see how they can be arranged safely based on social distancing guidance and given that contact sports are to be 'avoided'. Currently, we advise to not arrange fixtures, particularly for contact sports.	We await further guidance from CDPSSA (Clacton & District School Sports Association)			
Consultation with stakeholders and relevant parties	Staff / Pupils / Parents / Wider Community - A lack of transparent communication and information will cause confusion and uncertainty. The Trust must ensure clear information is provided to all parents and	4:2	8	<p>The Trust and JCC will ensure meetings are held between union representatives and trustees/CEO</p> <p>For students and parents/carers ensure they and their parents/carers have a voice in allaying any fears or concerns they may have.</p>	Schools to list staff induction programme, new intake induction programme and awareness training for the full school cohort	2:2	4	

	staff surrounding any full re-opening.							
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Responsible person name:		Signature:		Date:	
SMT/SLT name:		Signature:		Date:	

Please rate the **Risk Severity** and the **Risk Likelihood** using the below table both before and after the Control Measures.

		Risk Likelihood				
Total Risk calculation table		1: Near impossible	2: Unlikely	3: Notable chance	4: Likely	5: Almost certain
Risk Severity	1: Insignificant	1	2	3	4	5
	2: Minor impact	2	4	6	8	10
	3: Notable impact	3	6	9	12	15
	4: Major impact	4	8	12	16	20
	5: Catastrophic	5	10	15	20	25

Likelihood and severity form a ratio created by taking the number affixed to the relevant level of each in the white box – for example a “near impossible” risk likelihood and “minor injuries” risk severity would form a ratio of 1:2. These figures are then multiplied to form the inherent risk score, in this case 2.

Repeat this process to ascertain your **remaining likelihood and severity** after control measures and then multiply the ratio to find your residual risk score.

Risk Rating Calculation

Total Risk = Remaining Risk Severity X Remaining Risk Likelihood

A **Total Risk** score of **1-9** should mean you are safe to undertake the activity as long as the required control measures are in place throughout.

A **Total Risk** score of **9-12** should mean you reconsider control measures, method or even necessity of activity before undertaking it.

A **Total Risk** score of **13-25** should mean you do not undertake the activity at all until you have completely reconsidered how to deliver it safely.

Please Also Note

All risk assessments should be approved and signed by SMT/SLT/line management as appropriate.

All accidents and incidents must be recorded in line with the school/academy’s policy.

Also report near misses – not just accidents or incidents.