

COVID-19: Checklist & model risk assessment for reopening of school premise after lockdown.

Schools Safety Guide

Document information

Document title	COVID-19: Checklist & model risk assessment for reopening of school premise after lockdown SSG		
Owner	SMBC - Corporate Health & Safety Unit		
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Effective from	15 th May 2020	Approved on	15 th May 2020
Last updated	15 th May 2020	Last updated by	HSU/TH
Review date	1 st June 2020		
Purpose	To give schools SLT direction, guidance and advise on how to ensure schools are safely re-opened following the COVID-19 lockdown period		

Introduction

The Government are now moving to a new phase in the light of the COVID-19 pandemic. The expectation being that businesses will now start to reopen, and employees will start returning to the workplace. All this is with the caveat that it is safe to do so, and that the “R number” (rate by which an infected person transmits to others) does not significantly increase.

Schools have been included in this phase and asked to reopen to certain year groups on June 1st, as part of a staggered return to full occupancy.

This school safety guide (SSG) should be read in conjunction with the latest Government guidelines for schools that are re-opening during the COVID-19 pandemic. In particular;

- [Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers.](#)
- [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
- [Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)

It is anticipated that the Government will be updating these guides and producing additional guidance over the coming days and weeks. Therefore, it is important that school leadership make regular visits to the [Government website](#) that is aimed specifically at schools and other educational settings.

Checklist & Risk Assessment

This SSG comes in two distinct parts;

Checklist

[Part 1](#) is a “checklist” prompt form to assist schools in ensuring all health & safety issues have been considered prior to reopening of the premises. This should be completed prior to the risk assessment.

Further guidance on the statutory testing of plant & equipment can be found in the [school premise logbook](#).

Template model risk assessment

[Part 2](#) is a template/model risk assessment that schools can adapt and adopt. As with all our model risk assessments, any red font will need to be read, amended where appropriate to ensure it is school specific.

Further guidance on the risk assessment process can be found in the [Risk Assessment SMP](#).

Further information

If you require any further information, please contact the health & safety unit via our shared email address: health_safety@sandwell.gov.uk.

Part 2: H&S Checklist

Conducted by:

Date:

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Health & safety/statutory issues						
Have all health & safety compliance checks of plant & equipment been completed prior to opening? (This can be done through referencing of the School Premise Logbook or equivalent)						
Are there sufficient numbers of staff available in safety critical roles? (e.g. fire marshals, first aid personnel etc)						
Will a test of emergency procedures (e.g. fire drill) be carried out in the first week of school reopening?						
Social distancing issues						
Have small class groups been organised as per Government guidance?						

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Have classrooms and other learning environments been organised to allow for social distancing?						
Has consideration been given to arranging which lessons or classroom activities could take place outdoors?						
Has movement around the school been reduced? (e.g. use of timetable, selection of classroom etc)						
Are there adequate signs/floor markings (e.g. one way, foot marks, hazard tape etc) in key areas to clearly identify the social distancing rules?						
Have assembly groups been staggered?						
Have break times (including lunch) been staggered?						
Have drop off and collection times been staggered?						

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Have parents drop off and pick up protocols been revised to minimise adult to adult contact?						
Have all unnecessary items been removed from classrooms and stored elsewhere?						
Infection control issues						
Have alternative arrangements been made for those adults/children who fall into the extremely vulnerable or vulnerable categories?						
Have all soft furnishing/toys etc that are hard to clean been removed?						
Has a “deep clean” been conducted of any areas of the schools that have been out of action/mothballed since the lockdown?						
Is there an enhanced cleaning regime of common contact points in place (e.g. door handles, push bars, desks, whiteboards, etc)?						

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Are additional cleaning materials (e.g. wipes) available for use of shared equipment (e.g. kettle, microwave, printers, computer keyboards, pens/pencils, paint brushes, etc)?						
Is there a good supply of liquid soap and alcohol-based hand rub (ABHR) available for pupils and adults?						
Is there a ready supply of tissues for pupils and adults?						
Is contaminated waste disposed of regularly and appropriately?						
Is an isolation room available should an adult or pupil become symptomatic whilst at school?						
Communication of Plans						
Have parents been informed of the drop-off and pick up protocols?						
Are parents and young people aware of recommendations on transport to and from education or childcare setting (including avoiding peak times)?						

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Are parents clear 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)?						
Are parents clear that if their child needs to be accompanied to the education or childcare setting, only one parent should attend?						
Have staff been briefed about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful?						

Part 2: Template /Model RA

Risk Assessment for: **Re-opening of Premise after COVID-19 lockdown**

School:

Assessment Date:

Name of Assessor(s):

Assessment Ref No:

Risk Matrix scoring guide:

Likelihood	
1	Very unlikely
2	Unlikely
3	Likely
4	Very likely
5	Certain

Severity:	
1	No Lost time
2	Under 7-day injury or illness
3	Over 7-day injury or illness (RIDDOR)
4	Specified injury or illness (RIDDOR)
5	Fatality, disabling injury or illness

High (15-25)	These risks are unacceptable; significant improvements in risk control are required. The activity should be halted with immediate effect until risk controls are identified/implemented that reduce the risk to an acceptable level
Medium (5-12)	Additional control measures should be identified and implemented to reduce the risks associated with the activity or workplace so far as reasonably practicable
Low (1-4)	Minimal control measures are required to be implemented to satisfy the level of risk. Maintain current arrangements for risk control

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	

Model risk assessments MUST be made school specific by editing/deleting any part(s) that do not apply and adding additional risks/hazards/controls specific to the section where appropriate.

Please delete this row once you have adapted this model assessment

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
Utilities, plant & equipment has not been inspected / serviced within the recommended timescales	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors Legionella, electrocution, CO ² exposure, burns, cuts, bruises, broken bones etc	<ul style="list-style-type: none"> School has a scheme of works whereby competent contractors are engaged to carry out statutory testing/inspection of all plant and equipment. Pre-use visual checks are carried out by the user on all equipment. All little used outlets of water have been regularly/will be flushed prior to school reopening. Any plant/equipment that has been "mothballed" during the lockdown, will be/has been inspected/checked by a competent person before coming back into use, and before reopening the school. 	<ul style="list-style-type: none"> Where extensions/exemptions have been granted by the HSE, a specific risk assessment for continued use of the plant/equipment has been completed. Any defects or faults are reported, and equipment taken out of use. <p>Refer to Premise Management SSG and School Premise Logbook for further guidance.</p>		2	4	8	
Lack of persons in safety critical roles (e.g. first aiders, fire	Teaching, non-teaching staff, children, cleaners,	<ul style="list-style-type: none"> Fire risk assessment kept under constant review. First aid needs assessment regularly reviewed. 	<ul style="list-style-type: none"> Fire drill practiced first week back to ensure school can be evacuated safely (considering social distancing at assembly 	HT – 1 st week of June.	1	5	5	

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
marshals, etc) due to self-isolation and/or shielding.	cooks, parents, visitors, contractors Illness, infection, fatality	<ul style="list-style-type: none"> Number of pupils and adults on site will not exceed the number of persons required to carry out safety critical roles as per the relevant assessments. 	<ul style="list-style-type: none"> point) with new working arrangements. If numbers of those in safety critical roles falls below that required by the assessments, then overall school numbers will be decreased for the time they are off/until substitutes can be trained. <p>Refer to Fire Safety SSG & First Aid SSG for further guidance</p>	SLT – as and when need arises				
Unable to meet social distancing rules and the virus is transmitted from person to person	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors Illness – flu like symptoms through to fatality.	<ul style="list-style-type: none"> School drop-off/collection times are staggered to minimise numbers. Drop-off/collection zones have been clearly marked with tape/paint to encourage social distancing. Separate entrance and exit routes are in place. Smaller class sizes, re-arranged furniture (preferably not face to face seating 	<ul style="list-style-type: none"> When weather allows, lessons will be conducted outside of the classroom. Message sent to parents prior to school opening that outlines the new regime (e.g. maximum 1 adult per child) and importance of them sticking to the protocols. 	Teaching staff – daily HT – prior to 1 st June	3	4	12	

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
		<p>arrangements) and clear markings/signage to allow for "social distancing" space between pupils and adults during lessons wherever possible.</p> <ul style="list-style-type: none"> • Assembly groups are staggered. • Break and lunch times are staggered and supervised to minimise numbers and allow for social distancing. • One-way system in place around the school to minimise close contact between adults and pupils. • Foot marks and/or tape has been used in key areas of the school (e.g. dining hall) to show "social distancing" lengths and no access areas. • Playground has been marked to encourage social distancing. 						

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	By Who and When?	Residual Risk rating			Date completed
					L	S	R	
		<ul style="list-style-type: none"> Parents/carers can only visit the school by appointment. Regulate access to areas where it is difficult to maintain social distancing (Toilets, stairwells, storage rooms etc) limit to 1-person access at a time for example Communicate new ways of working to all staff, through posters, briefings etc. 						
Lack of hand and respiratory hygiene practices and/or facilities	As above	<ul style="list-style-type: none"> All staff and pupils made aware of the “catch it, bin it, kill it” protocol via signage posters around the school. All toilets and handwashing stations have liquid soap available. Additional hand hygiene stations with alcohol-based hand rub (ABHR) available at all entry points and other key areas around the school. Use of e-bug learning resources to promote and 	<ul style="list-style-type: none"> Daily briefings during assembly to remind pupils of the importance of good hygiene practices. Regular checks made to ensure there is sufficient stock of soap. Regular checks made to ensure there is sufficient ABHR each day. Windows to be opened each morning in classrooms to allow for a free flow of fresh air. 	HT – Daily Caretaker / Premise Manager	2	4	8	

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					L	S	R	
		<p>teach pupils the importance of good hygiene practices.</p> <ul style="list-style-type: none"> • Reception desk/area has Perspex screen/barrier. • Enhanced/regular cleaning schedule in place that concentrates on common touch areas (e.g. door handles, bannisters, etc) • Supply of detergent and/or antibacterial wipes available for adults and pupils to clean any areas/equipment they occupy/use before and after each use. • Provide wipes for cleaning shared equipment after each use (printers, staff room equipment - kettles, toasters etc) • Any contaminated waste (used tissues etc) is disposed of appropriately (double bagged and held for 72 hours prior to 	<p>Refer to Government guidance on Health protection in schools and other childcare facilities for further information.</p>					

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					L	S	R	
		putting in the bin) and regularly taken away.						
New way of working (including working from home) leading to feeling a lack of supervision, interaction, support and social isolation.	Teaching, non-teaching staff, pupils. Anxiety, depression, stress, poor mental health & wellbeing	<ul style="list-style-type: none"> Keep in touch (KIT) meetings regularly organised to ensure staff are supported. Managers to ensure employees are aware of the following advice: Ensure that all adults have regular breaks and are encouraged to pay regard to their work/life balance. Changes in new school protocols explained to children and individual support made available when/if needed. Arrangements in place for employees to access a confidential counselling service. Schools stress risk assessment has been reviewed regularly throughout the pandemic. 	<ul style="list-style-type: none"> Refer to Stress SSG for more information. 		3	4	12	

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					L	S	R	
Inability to maintain social distancing when dealing with accidents	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors Illness – flu like symptoms through to fatality.	<ul style="list-style-type: none"> • Safety of the injured/affected to be prioritised during incidents • 2m social distancing is not required when attending to emergency situations • People aiding others during an emergency should pay particular attention to sanitation immediately after the situation (washing hands). 	•					
Child, young person or other learner becomes unwell with symptoms of coronavirus and requires personal care.	Teaching, non-teaching staff, first aider, etc Illness – flu like symptoms through to fatality.	<p>PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • 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 fluid-resistant surgical face mask should be worn by the supervising adult if 2 meters cannot be maintained. • If contact with the child or young person is necessary, 	•					

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					L	S	R	
		<p>then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</p> <ul style="list-style-type: none"> 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 						
Other school specific		•	•					
Other school specific		•	•					
Other school specific		•	•					
Other school specific		•	•					

Assessment reviewed [Date]:	Reviewed by [Name]:	Comments:
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