**School Opening – Preparing for Risk Assessment**

**This document has been collated from the DfE published guidance regarding June 1st opening. The purpose of this document is to bring together the DFE guidance to support head teachers in identifying the areas of potential risk in opening your school and support you in working towards a potential date for opening, should the 1st June not be feasible.**

**The full guidance available:**

* DfE Actions for Educational and Childcare Settings to Prepare for Wider Opening from 1st June 2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

* DfE Corona Virus COVID-19 Implementing Protective Measures in Education and Childcare Settings

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

* DfE Actions for Educational and Childcares Settings to Prepare for Wider Opening from the 1st June 2020 Initial Planning Framework

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

This is based on DFE guidance released up to and including 12th May 2020. As part of your consideration you should also take note of current union advice to members.

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| **DfE Guidance Actions** | **Achievable?****(may require Control Measures)** | **Comment/notes including realistic timescales** |
| **Section 1 - Planning and Organising** | **YES** | **NO** |  |
| Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans |  |  |  |
| In special schools, specialist post-16 and hospital schools only, agree which additional pupils will return irrespective of year groups to achieve a phased return |  |  |  |
| Ensure that all health and safety compliance checks have been undertaken before opening |  |  |  |
| Split classes in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant).  |  |  |  |
| Plan in place for children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend) |  |  |  |
| Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15 |  |  |  |
| Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities. |  |  |  |
| Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary. |  |  |  |
| Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations. |  |  |  |
| Consider options if necessary staffing levels can’t be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers). |  |  |  |
| Identify staff who can’t return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education). |  |  |  |
| Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times). |  |  |  |
| Agree staff workload expectations (including for leaders). |  |  |  |
| Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding). |  |  |  |
| Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. |  |  |  |
| Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible |  |  |  |
| Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support. |  |  |  |
| Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans. |  |  |  |
| Agree ongoing learning offer for eligible pupils who can’t attend school, as well as offer for those that continue to be out of school. |  |  |  |
| Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups. |  |  |  |
| Refresh the timetable: consider the indoor and outdoor areas, reducing movement around the learning environment. |  |  |  |
| Stagger assembly groups, break times (including lunch), so that all children are not moving around the school at the same time. |  |  |  |
| Stagger drop-off and collection times and communicate with parents the plans for drop-off and pick-up protocols that minimise adult to adult contact. |  |  |  |
| Resume taking attendance register and continue to complete the online DfE Educational Setting Status. |  |  |  |
| Provide meals for all children in school - meals should be available free of charge where pupils are eligible for FSM. |  |  |  |
| Reopen kitchens and ensure that meals are able to be prepared and served safely. |  |  |  |
| Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the [implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) guidance), and under what terms. |  |  |  |
| Work with food providers to offer meals or food parcels for benefits-related free school meal pupils not in school. |  |  |  |
| Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. |  |  |  |
| Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). |  |  |  |
| Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. |  |  |  |
| Agree approach to any scheduled or ongoing building works. |  |  |  |
| **Section 2 - Communicating your plans.** |  |  |  |
| Consider the following steps.Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)). |  |  |  |
| Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). |  |  |  |
| Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. |  |  |  |
| Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). |  |  |  |
| Also think about engaging parents and children in education resources such as [e-bug](https://www.e-bug.eu/) and [PHE schools resources](https://campaignresources.phe.gov.uk/schools). |  |  |  |
| Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). |  |  |  |
| Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. |  |  |  |
| Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers. |  |  |  |
| Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. |  |  |  |
| **Section 3 - When open.** |  |  |  |
| Keep cohorts together where possible and:Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days. |  |  |  |
| Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. |  |  |  |
| Consider seating students at the same desk each day if they attend on consecutive days. |  |  |  |
| **Section 4 – Cleaning and hygiene.** |  |  |  |
| Plan the school level response should someone fall ill on site (in line with relevant government guidance). |  |  |  |
| Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. |  |  |  |
| Follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments |  |  |  |
| There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. |  |  |  |
| Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. |  |  |  |
| Ensure that help is available for children and young people who have trouble cleaning their hands independently. |  |  |  |
| Consider how to encourage young children to learn and practise these habits through games, songs and repetition. |  |  |  |
| Ensure that bins for tissues are emptied throughout the day. |  |  |  |
| Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. |  |  |  |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. |  |  |  |
| Get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed. |  |  |  |
| **Section 5 - Reduce mixing within education or childcare setting by:** |  |  |  |
| accessing rooms directly from outside where possible, |  |  |  |
| Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. |  |  |  |
| Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time. |  |  |  |
| Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms. |  |  |  |
| Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time. |  |  |  |
| Noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) |  |  |  |
| **Section 6 - Use outside space:** |  |  |  |
| for exercise and breaks, |  |  |  |
| for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings), |  |  |  |
| Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons. |  |  |  |
| Stagger the use of staff rooms and offices to limit occupancy. These areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place |  |  |  |
| **Section 7 – The use of shared resources** |  |  |  |
| Reduce the use of shared resources:limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff, |  |  |  |
| seek to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently, |  |  |  |
| **Section 8 - Transport** |  |  |  |
| Adjust transport arrangements where necessary, specific consideration should be given to pupils with SEND.  |  |  |  |
| Ensure that transport arrangements cater for any changes to start and finish times. |  |  |  |
| Encourage parents and children and young people to walk or cycle to their education setting where possible. |  |  |  |
| Make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers and do not work if they or a member of their household are displaying any symptoms of coronavirus. |  |  |  |
| Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible. |  |  |  |
| Communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times). |  |  |  |
| **Section 9 - Additional Considerations** |  |  |  |
| Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach. |  |  |  |
| Ensuring effective Communication with Governors to support leadership decisions<https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board%E2%80%99s-role-in-the-safe-opening-of.aspx> |  |  |  |
| Consideration of wearing school uniform / own clothing – hygiene / sense of community |  |  |  |
| Availability of Out of School provision / Wraparound care/After school provision/Breakfast Club |  |  |  |
| Maintaining for home learning /remote learning activities for those not in school |  |  |  |