**School Opening – Preparing for Risk Assessment / Issue 2 - 15th May 2020**

**This document is an audit tool, linked to DFE guidance, to inform the risk assessment process. It has been collated from the DfE published guidance regarding June 1st opening. The purpose of this document is to bring together elements of 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.**

**Updates in green - Please refer to the full guidance documents (below) for further detail.**

**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>

* DfE Planning Guide for Primary Schools

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

* DfE Critical Workers who can access educational settings

https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

**This is based on DFE guidance released up to and including 15th May 2020. As part of your consideration you should also take note of current CCC advice and guidance and 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** |  |
| Work closely with:   * parents, staff and unions as you normally would, when agreeing the best approach * Your local authority to determine what services you require and agree on any specific arrangements during this period |  |  |  |
| **Audit your whole staff to ascertain who will be available to be in school from the week commencing 1 June**  **What to consider when working out staff ratios**   1. How many staff do you have available to work in school? 2. How many teachers do you have available to work in school? 3. How many support staff including teaching assistants do you have available for work in school? 4. Do you have a head or deputy available for work in school? 5. Do you have at least one person with paediatric first aid training available for work in school? 6. Do you have at least one person with up to date Designated Safeguarding Lead (DSL) training available to work in school? 7. Do you have your special educational needs coordinator available for work, or an alternative staff member who could take on this role? 8. Do you have a caretaker and/or cleaning staff, and if necessary at least one office staff member available during the school day? |  |  |  |
| **Familiarise yourself with the maximum safe group size**  ‘We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account.’  Work through the hierarchy of measures set out in [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) |  |  |  |
| Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans  **‘We are encouraging all eligible children to attend settings (where there are no shielding concerns for the child or their household), even if parents are able to keep their children at home.**  **Children of critical workers, and vulnerable children who are already eligible, will continue to be offered a place, regardless of the year group they are in.**  **The definition of critical workers remains unchanged:**  <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision> ‘ |  |  |  |
| If you do not have the staff available to be able to cover all the new teaching groups you have created, and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. |  |  |  |
| If you still cannot get enough cover in place and an arrangement which enables eligible children to attend consistently at another local school is not manageable, schools should focus first on continuing to provide places for priority groups of all year groups (children of critical workers and vulnerable children). Then, to support children’s early learning, you should prioritise groups of children as follows:   * early years settings - 3 and 4 year olds followed by younger age groups * infant schools - nursery (where applicable) and reception * primary schools - nursery (where applicable), reception and year 1   Schools should not plan on the basis of a rota system, either daily or weekly. |  |  |  |
| 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  Refer to:  <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>  <https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings> |  |  |  |
| Split classes in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). |  |  |  |
| Ensure plans are not based upon a rota system, either daily or weekly. |  |  |  |
| Keep your staffing arrangements as consistent as possible. In instances where you do need to use staff from other schools, ensure cover is agreed on a weekly basis, not daily, to limit contacts. |  |  |  |
| 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 |  |  |  |
| Read the guidance on [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) This contains information about clinically vulnerable and clinically extremely vulnerable adults. |  |  |  |
| 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.You should also prepare to continue with any arrangements that have been made with the local authority with the aim of safeguarding vulnerable children.  ‘We have published guidance on [conducting a SEND risk assessment during the coronavirus outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance) – this will be reviewed ahead of 1 June.’ |  |  |  |
| 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).  Read the guidance [staying at home and away from others (social distancing)](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) |  |  |  |
| 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.  ‘We have amended legislation to allow for the temporary disapplying and modifying of a number of requirements within the early years foundation stage (EYFS), which covers children in reception, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand. These temporary changes came into force on 24 April 2020. During the coronavirus outbreak, schools should use reasonable endeavours to meet the existing [EYFS learning and development requirements](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications).’  ‘We have produced guidance on [remote education during the coronavirus outbreak](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19), including an initial list of educational resources and case studies.’ |  |  |  |
| 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.  Look at other flexible ways of giving pupils access to lunch such that it can be eaten in the small group setting (for example taking cold or ‘packed’ lunches to children in the areas they are in for the day). |  |  |  |
| 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.** |  |  |  |
| Undertake an online staff meeting before wider opening from the week commencing 1 June, to take staff through arrangements if possible.  Ensure you or senior colleagues are free to be present around the school especially during the early part of wider opening. Staff and pupils may require additional support and reassurance, and you will be more easily available to pick up on any issues or problems.  Arrange regular opportunities to get feedback from staff on the new arrangements. |  |  |  |
| You should communicate with parents to make sure they know :   * whether their child will be able to attend from the week commencing 1 June * what protective steps you’re taking to make the school a low-risk place for their child * what you need them to do (such as on drop off and collection) |  |  |  |
| Decide and make clear to the school staff and parents what your expectations are about cleaning and hygiene. |  |  |  |
| Refer to guidance on [cleaning non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) for more information.  The guidance on [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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) provides detailed advice on measures schools need to consider. |  |  |  |
| 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.** |  |  |  |
| Limit the external visitors to the school during school hours.  Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable). |  |  |  |
| 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  You may also wish to consider your plans for:   * the availability of soap and hot water in every toilet (and if possible in classrooms) * the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment * the location of lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying * ensuring you have a good supply of disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom and enough to top up regularly |  |  |  |
| There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. |  |  |  |
| Be mindful to minimise the number of resources in order to make sure they can be wiped clean. Wherever possible, resources which are not easily washable or wipeable should be removed. |  |  |  |
| 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. |  |  |  |
| Display the posters in [annex c](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-c-posters) (or others you think are suitable) in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets. |  |  |  |
| **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 |  |  |  |