**COVID-19 – A RISK ASSESSMENT FOR UK SCHOOLS**

**Introduction**

The UK is preparing to return to the workplace. The circumstances may now be different but the core obligation to ensure “so far as is reasonably practicable the health, safety and welfare of employees and the safety of non-employees” remains as does the obligation to risk assess and implement relevant control measures where the risk concerned cannot be mitigated. (17.5.20)

The COVID-19 outbreak is dynamic, changing daily, if not hourly, and there are now many agencies providing information almost to the point of information overload. However unlike other sectors such as leisure and retail, education and childcare settings have been open to priority groups throughout the lockdown period. (17.5.20)

All schools are required to carry out a risk assessment directly addressing risks associated with COVID-19 and operating safely. The Government also expects that businesses with more than 50 employees publish the COVID-19 risk assessment on their website. However there is no requirement to publish any existing risk assessments that do not directly address risks associated with COVID-19. (17.5.20)

**Advice and Guidance**

ISBA’s role in this crisis is to supply up to the minute advice and guidance to the independent schools community through the bursar and their staff. There is no monopoly on good ideas and practice. Key is generating confidence across the school community and having all the resources to ensure the safety of all. Therefore do please email any comments and suggestions to office@theisba.org.uk so as to support others and develop best practice. The feedback we have received has been hugely useful.

From this edition (17.5.20) the emphasis of this document has been changed to match best practice HSE terminology. So now the “risk” column has been re-titled “hazard” so rather than posing a question it helps to identify the control measures to prevent identified hazards.

This COVID-19 risk assessment provides advice and guidance in identifying, assessing and describing methods of controlling hazards. It aims to prompt the thought and decision-making processes but with the normal caveat: that it is only as good as for the minute it is published. Risk assessments (and there may be a number for different age groups, buildings etc) must be dynamic and be updated whenever advice, circumstances, or any of the assessed risk factors are seen to have changed. Note there is an ISBA planning guide that runs in parallel to this Risk Assessment and is regularly updated (and dated) to reflect changes. Do please check the bulletin (currently issued on a Tuesday and Thursday mid-afternoon) for additions and updates.

Reference documents are available in ISBA’s bulletins and have been removed from this edition.

**Rationale**

The logic behind these actions, and the need for this note, is the ongoing ‘duty of care’ the school has for their whole community: governors, staff, parents, pupils and visitors.

A 'duty of care' means a legal obligation to ensure the safety and well-being of others. Some duties are established, such as “the teacher and pupil relationship”, and “the employer and employee relationship”. With COVID-19 schools are having to make difficult and timely decisions in order to fulfil this duty to their pupils, parents and staff.

The test when considering whether a duty has been properly discharged is “what would the reasonable person have done, or not done, in the circumstances of this particular incident?”. For COVID-19 there are three important factors to take into account:

a. *state of knowledge* - the developing knowledge of the virus itself and up-to-date government guidance at the time decisions are made.

b. *seriousness of likely injury* – this will have to be assessed on a case by case basis. For example, if there has been a confirmed case in the school population. A proportionate risk assessment would also have to be taken to identify where the affected individual has been, with whom they had contact and areas they have used. A further concern is for pupils that may be more vulnerable to COVID-19 than others.

c. *Cost and difficulty of taking precautionary measures* - closing schools has had considerable costs and difficulties from furloughing staff, ensuring the provision of education remotely to school fees and examinations.

**The School – States of Operation**

For the purposes of this risk assessment a number of stages of operation for schools have been considered:

1. Fully Open Business as usual: no travel or trip restrictions.
2. Open Business as usual: with caveats – no visitors or trips.
3. Open T In transition: some teaching in school and some remotely.
4. Open B In transition: with boarders and Open K (below).
5. Open K Key staff and vulnerable children in school. All other teaching remote.
6. Open R Teaching is all achieved remotely.
7. Fully Closed No one on site except residents, security and maintenance staff.

**Running the School - Assessing the Risk**

Assessing COVID-19 is particularly awkward as the outcome of the risk assessment for one group within a school will have an impact on another: teaching staff, support staff, visitors and contractors (if these groups are allowed access) and pupils of varying age groups and class size.

The overall assessment of risk will require daily revision and should include but not be limited to:

1. Updating Safeguarding policy and procedures and ensuring staff and pupils feel safe (16.5.20).
2. Is government advice being regularly accessed, assessed, recorded and applied?
3. Unions should be regularly consulted on plans for re-opening and any changes to operation (17.5.20).
4. Are changes regularly communicated to staff, pupils, parents and governors?
5. Are changes reviewed by governors?
6. Are insurers consulted before schools re-open and / or amended their plans (16.5.20)
7. Are suspended services and subscriptions re-set. (16.5.20)
8. Is access to school controlled effectively and are visitor (if allowed) details recorded?
9. Are Social Distancing (SD) and other hygiene rules communicated, understood and applied?
10. Are staff and pupils being reminded and checked to ensure they are complying with hygiene and SD rules?
11. Is there sufficient supplies of hygiene materials and are they well placed?
12. Has the cleaning regime been regularly re-assessed and, if necessary, revised to high risk areas?
13. What precautions are being used to keep shared teaching equipment (e.g. keyboards, pens, musical instruments) hygienic?
14. Are high risk areas being regularly monitored (including boarding areas) for hygiene?
15. Are contingency plans in place for the transition to full opening (or re-closing) including rapidly sharing decisions?
16. Are all the hazards identified properly mitigated and regularly re-assessed?

In addition to the above, the following will need to be considered for pupils, parents and staff:

1. What SD rules have the school decided? Are they different for various activities (play, games, drama, music) and locations (classroom, playground, boarding house) and have all adhered to these SD rules?
2. Currently the Government does not recommend wearing a face covering or face mask in schools or other education settings. Dependent on the risk assessment the school may decided to equip staff and pupils with PPE? (17.5.20) If so range the of PPE may include:
	1. masks;
	2. gloves;
	3. shields (for face or lecterns, desk separators, staff desks);
	4. sanitisers (gel and tisues).
3. Regular Cleaning to: (17.5.20)
	1. Toilets, door handles, door locks, door entry devices, switches, hand rails and regularly used hard surfaces.
	2. Keyboards, pens, copiers, kettles, biscuits tins etc.
	3. Clothes, school uniform, aprons, towels (if used) cloths, mops etc
	4. Note: remove where possible soft toys, furnishings and items that are hard to clean.
4. Contact and mixing are minimised by: (17.5.20)
	1. Using using outdoor space.
	2. Altering classroom layout with desks spaced 2m apart.
	3. Changing timetables so drop-off, assemblies, breaks, lunch, playtime, pick-up times are staggered.
	4. Small consistent groups (bubbles) of pupils (no more than 15 at the time of writing).
	5. Pupils to remain in “bubbles” at all times during the day.
	6. “Bubbles” stay away from other people and groups.
	7. Spaces such as halls and dining areas are used at half capacity and groups are staggered through these spaces.
5. Medical. Who has:
	1. Pre-existing medical conditions and are they fully declared?
	2. Have all vulnerable pupils, parents and staff been identified and recorded?
	3. Tested positive for COVID-19 and is it recorded? (for elimination purposes)?
	4. Come into contact with anyone tested positive to COVID-19?
	5. Travelled where: other than home and school? (via app or written diary).
	6. Been sent home with COVID-19 symptoms (a cough, high temperature or shortness of breath)?
6. Have all adhered to the external socialising rules set by the school such as:
	1. shopping;
	2. parties;
	3. games and play;
	4. travel (other than home to school and return).
7. Are plans being considered for school events including plays, concerts, parent and teacher meetings etc?

A grid, to record the hazards, control measures and outcomes, is at Annex A.

**Conclusion**

The phrase “a lot of moving parts” has never been so correctly applied to a situation where the risk posed by the virus is dynamic and will remain so. Many different stakeholders of varying ages and health will bring a multiple of shifting risks that must be considered on a daily basis for the safety of pupils, staff, parents and visitors / contractors (if allowed).

The leadership team must analyse and then co-ordinate the way ahead. To do this, information from agencies and knowledge of the school are paramount factors and we, at ISBA, hope to be able to bring the right information at the right time to schools to allow informed decisions and changes that reflect a safe and secure school environment. Generating confidence in governors, staff, parents and pupils is paramount to the process of full re-opening.

Ultimately, it is the school and its governing body that carry the responsibility for ensuring, so far as is reasonably practicable, the health and wellbeing of their staff, pupils, and others on site, including visitors. Therefore, decisions may have to be made that cannot appease everyone (and if that is the case the reasons for any divergence ought to be recorded). (17.5.20)

One last note of caution: do consult your insurance company or brokers once you have decided upon your transition plan to full opening. Your risk assessment will be a critical part of this decision-making process and may be sought as evidence of the school’s approach to risk.

**Annex A to**

**ISBA COVID-19**

 **Risk Assessment**

**Overall Risk Assessment in the COVID-19 Environment**

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| --- | --- | --- | --- | --- |
|  | **Hazard** | **Control measures** | **Outcome** | **Remarks /****Re-assessment** |
|  | Safeguarding policy and procedures not updated and / or staff and pupils not feeling safe. (16.5.20) | A special annex was added to the safeguarding policy to reflect remote learning and was shared with all staff. A further annex was added to reflect a partial return to school and shared with all staff. DSL and DDSL constantly reviewing safeguarding policy to reflect changing circumstances, and safeguarding governor always available for further advice. All update uploaded to website and ISI. | Robust safeguarding procedures in place. |  |
|  | Government advice not being regularly accessed, assessed, recorded and applied. | HM and Bursar reading all government advice + digests from IAPS, BSA, ISC and ISBA. HM also reading bulletins from NAHT  | There is good knowledge within the School regarding government advice. |  |
|  | Unions not consulted over plans. (17.5.20) | HM reading bulletins from NAHT.  | There is good awareness of the thoughts of unions. |  |
|  | Changes not regularly communicated to staff, pupils, parents and governors (16.5.20) | HM continues to keep staff, pupils, parents and governors well informed of all changes either by email or in meetings. | Communication to all parties is strong. |  |
|  | Changes to assessments, procedures and other important matters not reviewed by Governors | HM and Bursar keep Chairman of Governors informed of changes to procedures and all important matters. Chairman of Governors keeps other governors informed. DSL keeps Governor i/c safeguarding informed of changes. | Governors are well informed of procedures and other important matters, and officially sanction the opening of the school. |  |
|  | Insurers not consulted with school’s re-opening and / or amended plans (16.5.20) | Bursar has received confirmation from insurers on 19th May that insurance cover will remain in place as long as the School follows government guidelines and prepares appropriate risk assessments. | The School’s insurance policies are valid for re-opening of the School as the School has followed Government guidelines closely. |  |
|  | Suspended services and subscriptions not re-set. (16.5.20) | All relevant services and subscriptions have been reset including CST providing an engineer on site from June 1st. | There are no gaps in services. |  |
|  | Access to school not controlled effectively and visitor (if allowed) details not recorded. | There is no change to normal procedures for visitors in reporting to the front office. The School Secretary is currently employed to deal with such enquiries. Parents will not be able to get out of their cars. | Access to school is controlled effectively. |  |
|  | Social Distancing (SD) and other hygiene rules not communicated, understood and applied. | SD and other hygiene rules communicated effectively through HM information to parents and sharing of Coronavirus policy, and the supervising teacher information to pupils. Standard Bubble Master packs are given to each Bubble Master so that hygiene rules are uniform across the school. | SD and other hygiene rules communicated, understood and applied. |  |
|  | Staff and pupils not being reminded and checked to ensure they are complying with hygiene and SD rules. | All Bubble Masters remind and supervise the boys in ensuring they comply with hygiene and SD rules, with a special induction when they first return to school. | The boys are closely supervised to comply with SD and hygiene rules to minimise the risk of transmission. |  |
|  | Insufficient supplies of hygiene materials and not being suitably placed. | There are sufficient supplies of hygiene materials and more in stock. DG to monitor on a daily basis. Masks provided for minibus travel and we have plenty in stock. | There are sufficient supplies of hygiene materials, and in the most relevant places. |  |
|  | Insufficient or unsuitable cleaning regime - lack of regularly re-assessment and revision to high risk areas such as toilets, door handles, keypads, switches, hand rails and regularly used hard surfaces etc. (16.5.20) | The cleaning regime has been re-evaluated to take into account the new circumstances. All appropriate measures will be implemented on a daily basis. More staff have been unfurloughed in order to provide first-class cleaning regime upon more year groups returning. | The cleaning regime is both sufficient and suitable. |  |
|  | No precautions to keep shared teaching equipment (e.g. musical instruments, pens, pointers, keyboards) hygienic. (16.5.20) | Boys are informed that they should not share equipment. They are assigned their own computer terminal which will be the same on each day. Each terminal, is cleaned on a daily basis. Other classes will only use one classroom and will be cleaned thoroughly daily. Boys have been told to bring in their own stationery. For sports equipment, the School follows AfPE Guidance on Interpreting Government Guidelines in PESSPA  | Precautions are in place regarding the potential for shared equipment. |  |
|  | High risk areas not being regularly monitored (including boarding areas) for hygiene. | All high risk areas are regularly cleaned and monitored especially toilet facilities. Boarding is n/a | There is good monitoring of high risk areas. |  |
|  | No contingency plans in place for the transition to full opening (or re-closing) including rapidly sharing updates and decisions. | All government updates monitored closely and plans put in place accordingly when appropriate to do so. Rapid information whether with staff or parents is possible through email and/or Teams. | The School has established procedures for rapid information sharing, and continues to plan based on up to date government advice. |  |
|  | All hazards identified properly mitigated and regularly re-assessed? | The school is using the ISBA risk assessment document and reviewing it on a regular basis in response to both changing circumstances and experience. Updates from ISBA are also be monitored regularly and added to the risk assessment when available. | The School continues to identify hazards properly and regularly in order to mitigate them. |  |

**Pupils, Parent and Staff Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /** **Re-assessment** |
|  | Communication channels not working and not being reviewed. (Email, text, facebook etc). | CST constantly monitor computer systems. They’ve been available remotely in first half of term and have personnel on site for the second half of term. | Communication to parents on wider issues by HM by email and text if necessary. All staff communicating with pupils through Teams and email. All are working. Twitter also being used to communicate. |  |
|  | Lack of a robust feedback and reply system to ensure best practice and two-way communications for pupils, parents, staff and governors | 24 hour reply expectation imposed on staff regarding parent emails. Remote learning booklet sent to all parents outlining expectations at the start of term.HM and Bursar communicate by phone and email to Chairman of Governors. Chairman communicates by email to other governors. Governors’ meetings discuss and review coronavirus developments. | As above either through Teams or email. All staff communicating directly with parents and pupils. |  |
|  | No Governor and / or SLT member for school / department nominated to be responsible for COVID-19 matters. Governor / SLT members’ contact details not known and not on call. | HM and Bursar are resonsible for response on site. Chairman of Governors with ultimate responsibility off-site. | Contact details for HM, Bursar, and Deputy Head all known to staff. HM available 24 hours a day. Chairman’s details known to HM and Bursar and he is always ‘on call’ |  |
|  | No system to communicate with parents and staff that have not returned to school for fear of infection. | Already being done through Teams and email. HM communicates with staff, and all parents receive the same information whether their son has returned to school or not. | Secure communication system in place. |  |
|  | Lack of knowledge of where pupils / staff have travelled from (other than home and school). (via app or written diary?) | Letter to parents and staff requesting information if they have travelled from abroad has been sent | Knowledge based on self-reporting |  |
|  | Lack of rules / procedures for hygiene standards for staff and pupils – and failure to adequately enforce standards | Hygiene rules as per government advice in ‘Planning for primary schools’ point 1. Adhered to by pupils and staff (parents not relevant as not allowed to be on site currently). Pupils informed by Bubble Masters on arrival. Constant monitoring and reminders by Bubble Masters. | Good standards of hygiene observed by both staff and pupils. |  |
|  | Staff not trained or regularly updated in COVID-19 symptoms, SD and how these rules apply to teaching? | All staff aware of symptoms and rules of SD.  | Awareness levels among staff are high. |  |
|  | School transport not operating to reflect SD, hygiene, PPE and cleaning arrangements. | Pupils sit so as not to be immediately adjacent to another pupil. Pupils and drivers must wear masks on minibuses. Daily cleaning of minibuses by DG and team. | High standards of hygiene and SD operate on school transport. |  |
|  | At drop-off and pick-up parents remain in vehicles and SD outside gates and entrances. (17.5.20) | Parents informed that they may not leave their vehicles at drop-off and pick-up. Bubble Masters all on hand to monitor at relevant times. | High standard of SD maintained for parents. |  |
|  | Insufficient registration throughout the day including lack of temperature / health checks. | Registration takes place on arrival and at lunchtime. Temperature checks on all pupils on arrival. School Nurse working regular hours, and overseeing temperature check process. Boys informed to self-declare any relevant symptoms immediately. Temperature Checks also carried out by drivers before boys board transport. | Sufficient checks taking place throughout the date. |  |
|  | Transit spaces (corridors), social zones (car parks, common rooms, playgrounds) not being configured to SD rules. | Corridors configured with SD tape on floor. Main corridor to dining room is one way into the dining room. Exit into the Bursars’ garden. Each ‘bubble’ eats separate sides of the dining room. Each bubble is assigned separate play areas at breaktime. SD tape also in the ‘square’ for when boys queue up to have their temperature taken. | Common areas now compliant with SD rules |  |
|  | Learning and recreational spaces not configured to SD rules. | Recreational as above. In the Music IT suite and main IT suite, boys may not work at adjacent terminals. Boys use the same terminal each day. Music practice rooms may be used if numbers make necessary. Other classrooms configured to reflect SD rules. | Learning and recreational spaces are configured to SD rules. |  |
|  | Lack of consideration of different age groups provided for in timetabling, length of the school day and exposure to other age groups. | All bubble have no more than 15, and are kept separate from other groups. Limited numbers of bubbles are allowed on site each day. | All pupils in a safe environment |  |
|  | No system in place to deal with bereavements, trauma, anxiety, behavioural issues. | Normal pastoral channels including staff, the School Nurse and the School Counsellor are all available – access to Daisy’s Dream also available. | Normal strong systems are in place. |  |

**Pupil and Staff - Safety Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /** **Re-assessment** |
|  | Lack of review, update or sharing of safeguarding, code or practice, and staff handbook policies. | A special annex was added to the safeguarding policy to reflect remote learning and was shared with all staff. A further annex was added to reflect a partial return to school and shared with all staff. DSL and DDSL constantly reviewing safeguarding policy to reflect changing circumstances, and safeguarding governor always available for further advice. All updates uploaded to website and ISI. | Robust safeguarding procedures in place. |  |
|  | DSL and ADSL not easily contacted and their contact information not known to all. | Both DSL and DDSL currently operating on site. DSL lives on site. Both contactable by mobile including out of hours. HM as back up at any time too. | Availability of contact with DSL and DDSL is strong. |  |
|  | No COVID-19 specific policy that includes medical responses, SD, teaching, socialising, feeding, hydration, well-being etc. | Coronavirus Policy covers all relevant areas and is shared on the school website, and directly with all parents and staff. | Clear guidance is available for operating the school after re-opening |  |
|  | Fire drills, routes and assembly points not rehearsed. (16.5.20) | Fire drill took place on first day back. Astroturf to be used as the assembly point. New drills to take place as new year groups come back. | Drill and routes are already well-known to pupils but were reinforced by drill on 1st June, and will be on-going post 210620 | Drills required on the addition of new year groups - JRWN |
|  | Class sizes not reduced and kept together in their “bubble” (minimising contact with others) or properly supervised. (14.5.20) | Bubbles are 15 or less. Supervision by no more than two members of staff throughout the day. | Strong adherence to government guidelines. |  |
|  | Needs of each age group and class not considered separately in terms of support, activities and facilities. (14.5.20) | The needs have been carefully considered and Year 6 boys follow their ‘usual’ remote learning programme which is individually tailored to each class. The wide range of ability in each group for the sports sessions will be catered to by experienced and qualified PE specialists in JRWN and RJW. Certain year groups invited in to coincide with exams which minimises individual learning needs. Other groups invited in largely for social reasons before the long summer holiday. | Strong and individualised programmes are available for each class or bubble. |  |
|  | Staff not having sufficient down time / rest during the working day / week? (14.5.20) | Two members of staff are assigned to each group for the morning and afternoon sessions respectively. Year 2 day shortened due to the intense nature of their provision. | Enough down time is being provided to all staff involved in looking after the bubbles. |  |
|  | Lack of new staff and pupil induction. Registration and recruitment processes not adapted or compliant.  | No new staff are involved. One new pupil has been assigned JRWN as his ‘on site’ tutor given KIT is teaching from home. Another new boy’s form teacher will be teaching him. | New staff are N/A, and new pupils is well-supported. |  |
|  | SCR and required documents not properly verified or recorded. (16.5.20) | No new staff are involved. SCR continues to be reviewed by HM, Bursar, and DSL. | N/A as no new staff involved. |  |
|  | Plans to working and learning outside not fully considered (17.5.20) | There are no plans to work outside.  | N/A |  |
|  | Opportunities for non contact sport, adventure play, Forest School, gardening etc not regulated or considered (17.5.20) | We follow AfPE Guidane on Interpreting Government Guidelines in PESSPA dated 21/05/21 with regard to sport. |  |  |
|  | Sporting, play and SD rules unclear to staff, pupils, parents and visitors. | All sporting, play and SD rules clearly communicated to staff, and pupils. Communicated to parents through letters. No visitors currently allowed on site. | All relevant parties made aware of new rules. |  |
|  | Drama, dance and music activities not applying SD or hygiene rules | No drama or dance will take place. Any remote music lessons will apply normal SD rules, and will be supervised by staff in charge of bubbles. | SD rules continue to be observed in music lessons. |  |
|  | Risk assessment for sport, play, drama, dance and music activities not properly formulated. (17.5.20) | We are following AfPE Guidane on Interpreting Government Guidelines in PESSPA dated 21/05/21 with regard to sport. |  |  |
|  | Staff meetings and staff rooms unregulated in terms of space, equipments, resources (copiers, kettles, biscuits tins etc) timings, SD and purpose. | Staff social area now in the main Entrance Hall to comply with SD rules. Coffee facilities also in Entrance Hall rather than pantry. No staff to work at adjacent computers in staff room. All staff meetings conducted by Teams. | Robust procedures in place to comply with SD rules |  |
|  | Security, CCTV and access systems not regularly checked, updated and (where necessary) re-coded. | Regular checks of CCTV an security systems continue to be carried out by the Bursar. | Security of the school remains a priority and is robust. |  |
|  | Parent, Pupil, Staff, Contractor, Visitor drop-off and pick-up procedures, in and out routes not been shared, understood or applied. | Parents have been told not to get out of cars. Boys are supervised until their parent arrives. Strict times before which boys may not be dropped off in the morning. Visitors and contractors to report to the School Office in the normal way. Both drop-off and pick-up times are staggered. | All new rules clearly communicated, and drop-off and pick-up to be monitored by staff in charge of bubbles. |  |
|  | Transit spaces (corridors), social zones (common rooms / playgrounds) not configured to SD rules. | Corridors configured with SD tape on floor. Main corridor to dining room is one way into the dining room. Exit is into the Bursars’ garden. Each ‘bubble’ eats in separate sides of the dining room. Each bubble is assigned separate play areas at breaktime. Two sides of Sports Hall used in wet weather with curtain drawn in between. SD tape applied to square for when boys are waiting to have the temperatures taken in the mornings. | Common areas now compliant with SD rules. |  |
|  | Classrooms don’t reflect SD layout, PPE, screening and regular cleaning rules. | Within computer rooms, boys may not work at adjacent terminals. Boys use the same terminal each day. Music practice rooms may be used if numbers make necessary. Classrooms configured to avoid boys sitting adjacent to each other. Cleaning of classrooms and computer equipment takes place each morning with enhanced regime. PPE only required if a pupil is taken ill and supplies are on site. | Classrooms do reflect SD layout and cleaning regimes have been adjusted to reflect extra need for hygiene. |  |
|  | Minimising contact and mixing not effective in the classroom and during breaks. (17.5.20) | Bubbles are clearly separated for classes, breaks, meals and sport as above. | The non-mixing of bubbles is effective. |  |
|  | No regular breaks for handwashing during the school day. (17.5.20) | Boys are given guidance regarding regular handwashing. They are given time to do so before lessons, before and after breaks, before and after meals, and before and after sport. Hand sanitisers are provided at all relevant points around the school including in all classrooms used. | Robust handwashing procedures are in place supervised by staff in charge of bubbles. |  |
|  | Insufficient hygiene stations at entrances, exits, toilets, classrooms, play areas, common rooms, staff areas etc (16.5.20) | Hand sanitisers are provided at all relevant points around the school including in all classrooms. | Robust handwashing procedures are in place supervised by staff in charge of bubbles. |  |
|  | Hygiene stations not stocked, checked and cleaned regularly. (16.5.20) | DG and cleaning check hygiene stations on a daily basis as well as overall stock levels which are currenty high. | Robust checking procedures are in place/ |  |
|  | Unnecessary items not removed from classrooms and other learning environments. (14.5.20) | All unnecessary chairs and other items have been removed from classrooms.  | Classrooms only have necessary items left in them. |  |
|  | Soft furnishings, soft toys and items that are hard to clean not removed and stored securely. (14.5.20) | Few rooms have soft furnishing/soft toys but where they do, they have been removed. All other unnecessary items have been removed and stored. | Classrooms only have necessary items left in them. |  |
|  | Staff unable to manage, whilst in the transition phase, both in school and remote learning. | Remote programme only to be taught to Year 6 on 220620. After that, boys are either in exams (which create no difficulty) or in a post-exam phase where the teaching does not need to be subject specific. Boys largely in school for social reasons and those at home may join those lessons with ease remotely. Year 8 have their own separate Leavers’ Programme that may be accessed live or remotely. No problems anticipated. | Staff are now experienced in delivering the remote programme. When delivering live lessons which those at home join, staff will gain useful experience for use next term of this hybrid teaching style should it be necessary. |  |
|  | Assemblies, break times, drop-off and collection times not sufficiently well staggered. (14.5.20) | Two T&B trolleys or trays are provided for the two separate play areas. Drop-off and pick-up times are staggered. | The two bubbles do not need to congregate over one T&B trolley at break times. Robust staggering is in place. |  |
|  | Meal times not de-conflicted or possible to achieve SD in the servery and dining areas whilst still providing sufficient nourishment. | All meal times are staggered to avoid more than one bubble arriving in the dining room at the same time. Outdoor eating will be used wherever possible with boys sitting in coned off areas. | Bubbles do not enter the dining room at the same time to help keep the bubbles separate. |  |
|  | Hazards and risks of providing breakfast and after school clubs not understood. (14.5.20) | No breakfast or after school clubs will be provided. | N/A |  |
|  | Medical advice for vulnerable staff and children not being followed and insufficient support both at school / home. (14.5.20) | The School Nurse is being asked to work her regular hours (having been furloughed for the first half of term). No staff are being forced to work at school and thus vulnerable staff may remain at home. The same applies to pupils who may learn remotely from home if they wish to do so. | Professional medical advice is available on a daily basis on site. |  |
|  | Pupil and staff mental health and wellbeing not properly considered with individual needs not identified or support. (14.5.20) | The welfare of pupils is being constantly monitored by staff and information shared in daily whole staff briefing meetings. Staff welfare monitored at school by HM and Deputy with a large number of staff teaching on site. HM follows up with staff living off site and enquires as to their welfare on a regular basis. All pupils have been assessed using AS tracking in June with action plans being provided for tutors or priority pupils. | Robust staff and pupil welfare procedures are in place. |  |
|  | Re-scheduling of activities not operating efficiently or safely due to SD rules and timings (14.5.20) | No activities are being re-scheduled. | N/A |  |

**Medical Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /** **Re-assessment** |
|  | Science of risk not understood e.g. less severe symptoms in adults, younger children less likely to become unwell, small class sizes will help. (14.5.20) | Government advice read by HM and School Nurse.  | Staff confident in looking after boys and having them in the school. |  |
|  | Hygiene rules not effective. “catch it, bin it, kill it” not re-publicised or applied. (14.5.20) | Re-publicising of hygiene rules to take place on 1st June and to each year group as they come in. Each member of staff in charge of a bubble has a comprehensive pack of guidance provide by Simone Alder. Bins with tops on them purchased. | Boys have immediate and heightened awareness. |  |
|  | No / insufficient staff supervising / supporting normal medical staff? | School Nurse follows normal reporting lines and has direct access to School Doctor. | School Nurse well supported who in turn can support supervising staff. |  |
|  | Insufficient medical staff to deal with temperature testing, isolating and monitoring suspect COVID-19 cases, outside appointments and normal medical issues. | School Nurse was unfurloughed for 1st June. Senior House Parent is well qualified by experience. There are no more than seven bubbles on site at any one time to ensure all boys can be safely looked after. | There are a sufficient number of staff to look after the number of boys invited back on any particular day. |  |
|  | Insufficient First Aid trained personnel (ratio) for pupils in school (16.5.20) | There are larger numbers of first aid trained personnel either living or working on site + the School Nurse working her regular hours. | Ratios are more than sufficient. |  |
|  | No or insufficient training for those operating temperature testing or other precautions that require new equipment. Training not recorded for future reference. (14.5.20) | New temperature equipment has been ordered. School Nurse has trained SA and drivers in its use. Training to be recorded in medical records. | Sufficient training is provided by a medical professional. |  |
|  | Medical policy, procedures and appropriate response to spectrum of medical issues not being revised or shared? | School Nurse is reviewing all policies and procedures and then share with staff. | Appropriate review and sharing taking place. |  |
|  | Medical room(s) improperly equipped. | The surgery and sick bay are well equipped, and are under the supervision of the School Nurse. | The medical room is well-equipped. |  |
|  | Lack of School decision regarding the level of PPE required for pupils and staff. Insufficient training, face fit testing, use, care and disposal arrangements. | The School is following government advice in ‘Coronavirus: implementing protective measures in education and childcare settings’, and is well-equipped to use PPE in medical situations. School Nurse will speak to all staff in staff meeting on 220620. | The School decision is clear that PPE is not recommended for the majority of staff, but will be required if a child becomes unwell with coronavirus symptoms. |  |
|  | Sickness management rules and the “don’t come to work if you are ill” not understood or observed. (14.5.20) | Rules were reiterated to staff by HM by email prior to June 1st and reiterated at staff meeting on 210620 | Rules are widely known and respected. |  |
|  | Different age groups with different risk profiles for each group of staff and pupils not risk assessed? (14.5.20) | All staff supervising Year 6 pupils are below the age of 55. | No member of staff or pupil at a risk level of concern. |  |
|  | School unaware of any staff and pupil pre-existing medical conditions. | School aware of all pupil pre-existing conditions through medical forms submitted to the School Nurse. School aware of staff pre-existing conditions through medical form on employment. | The School is aware of pre-existing medical conditions of both pupils and staff. |  |
|  | Lack of knowledge on whom has been tested (positive or otherwise) for COVID-19 and if it is recorded (for elimination purposes). (16.5.20) | School has asked parents of pupils to state if any pupil has been tested. | School holds fulll knowledge of who has been tested and outcomes. |  |
|  | Insufficient information on which staff or pupil(s) have had contact with anyone tested positive or suspected of COVID-19 and if recorded and actioned.  | School has asked parents of pupils to state if any pupil has been in contact with anyone tested positive or suspected of coronavirus. | School holds fulll knowledge of who has been tested and outcomes, and recorded by School Nurse. |  |
|  | Lack of recording of which staff and pupils have been sent home with COVID-19 symptoms (a cough, high temperature or shortness of breath). | Some pupils last term were sent home when displaying some of the Covid symptoms. This was all recorded. | School Nurse holds full records of the relevant pupils. |  |
|  | Lack of regular dialogue with those that have suffered from COVID-19 and / or are isolated at home. | N/A with regard to those who’ve suffered from Covid. HM in regular contact with staff at home due to shielding.  | Dialogue is regular where required. |  |
|  | Inadequate information on who is shielding another family member and/or who has a condition that precludes their attendance at school. (14.5.20) | The School holds this knowledge having been informed by parents in their response to whether their son will return to school or not. | The School hold adequate information. |  |
|  | Insufficient proof of shielding and individual conditions? (14.5.20) | The School is content to proceed on the basis of trust. | The School holds adequate information. |  |
|  | No separate area for temperature testing, holding and isolation of pupils/staff. Areas not easily identified or regularly cleaned? | We have both surgery and sick bay if needed, and thus regularly cleaned. | The School has separate areas for these purposes. |  |
|  | Temperature testing undertaken using unsafe methods, not reflecting SD rules, not recorded or kept appropriately. | New non-touch thermometers purchased to take temperatures. All ‘high’ temperatures to be passed onto the School Nurse and recorded. | Good systems in place for taking of temperatures and recording. |  |
|  | Insufficient or no procedure for summoning emergency services, lack of safe RV and cleared routes in and out. | The School has well-established procedures for summoning emergency services. Routes are clear with the School on a main road. Emergency services are also close at hand. | The School has sufficient procedures for summoning emergency services. |  |
|  | Visits of or to GPs / nurses / dentists and local surgeries changed and not known by staff and or pupils (16.5.20) | The School Nurse would communicate directly with staff and parents in the unlikely event that such a visit is arranged. | The School Nurse will ensure all relevant parties have full knowledge. |  |
|  | No regular supervision of staff and pupils to ensure they comply with hygiene rules (and the use of PPE where specified as needed) | The duty staff are supervising at breaks and reminding boys of compliance with hygiene rules. The School Nurse would supervise the use of PPE should it be needed. | Pupils are reminded on a regular basis about hygiene rules. |  |
|  | Insufficient registration, induction, supervision and temperature checking of contractors where essential work is required on site. | Contractors are registered and are subject to SD rules under supervision. They do not have their temperature checked. | The SD rules and the supervision of contractors ensures a safe working environment for all. |  |
|  | Medical staff have insufficient or unsuitable PPE, cleaning materials and training for tasks. | The School Nurse is well-equippped the suitable materials and is well trained as she is currently also working in the NHS. Drivers have more than adequate stocks of masks for pupils on the minibuses. | The medical staff have good training and good materials, and stocks are well-maintained. |  |
|  | Lack of policy / procedures on washing school clothes so as to prevent infection of staff and pupils. | School clothes are not be washed on site as there is no boarding, nor changing of clothes for sport. There are well-established procedures for ‘bagging up’ clothing in the event of being soiled with bodily fluids. | There are well-established procedures for dealing with clothing where necessary. |  |

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| **Boarding Risk Assessment in the COVID-19 Environment** |
|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /** **Re-assessment** |
|  | Boarding policies and procedures not updated, regularly reviewed and communicated. | N/A | N/A |  |
|  | Security and access systems not regularly checked, updated and re-coded. | N/A | N/A |  |
|  | Boarding staff have inappropriate PPE, cleaning materials and training for tasks. | N/A | N/A |  |
|  | Procedures for welcoming back overseas pupils not applied. (16.5.20) | N/A | N/A |  |
|  | Insufficient space and resources for isolating overseas pupils (for 2 weeks?) on their return. (16.5.20) | N/A | N/A |  |
|  | SD, separation and socialising rules not adhered to in the boarding house. | N/A | N/A |  |
|  | Rules and procedures for exeat, trips and activities out (or not!), appointments or visits from family and / or guardians not complied with or understood. (16.5.20)  | N/A | N/A |  |
|  | Fire instructions and new procedures not reviewed, understood or rehearsed. | N/A | N/A |  |
|  | Fire drills, routes and assembly points not rehearsed. (16.5.20) | N/A | N/A |  |
|  | Insufficient rooms to isolate and supervise pupils (and staff). | N/A | N/A |  |
|  | Laundry, bedding, furnishings, games and items that are hard to clean not removed and stored securely. (16.5.20) | N/A | N/A |  |
|  | Staff to pupil ratio does not reflect SD rules (including medical and emotional support). | N/A | N/A |  |
|  | Insufficient bathroom facilities if bed spaces have been reconfigured. | N/A | N/A |  |
|  | Clothes and bed linen not washed regularly and at appropriate setting (65o) | N/A | N/A |  |
|  | Boarders not equipped with authorised equipment to stay-in touch with parents. | N/A | N/A |  |
|  | Boarders aware of global news and how it may affect them or their family. (16.5.20) | N/A | N/A |  |

**Support Staff Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /** **Re-assessment** |
|  | Support staff not briefed on changes regularly. | Detailed briefings on changes given as necessary by Bursar and Domestic Bursar. | Support staff are well briefed on the changes. |  |
|  | Support staff have insufficient/inappropriate PPE, cleaning materials and training. | The School has obtained sufficient PPE and cleaning materials, and training has been provided. Drivers have been provided with masks for themselves for the minibuses. | Support staff have the materials and training needed to perform their jobs. |  |
|  | Cleaning regimes not reviewed or inspected regularly and not conforming to revised hygiene rules. | Cleaning regimes were first reviewed and changed as necessary in the Lent Term, and are kept under constant review. More cleaning staff have been un-furloughed to reflect greater numbers of pupils returning to school. | Cleaning regimes are up to date. |  |
|  | Security and access systems not regularly checked, updated and re-coded. | Security and access systems have been kept in constant use at all times. With residential staff, the School has never been ‘closed’ as such. | Security and access systems are in normal working order. |  |
|  | Reconfigured areas, zones and routes hampering fire exits and routes. | Checks have been made by the Domestic Bursar to ensure any reconfigured areas or routes do not block fire exits. | Reconfiguration has not hampered fire security. |  |
|  | Fire and other emergency procedures not reconfigured, routes not clear or regularly inspected. | Procedures have been updated as necessary and are subject to regular review. | Reconfiguration has not hampered fire security or emergency procedures. |  |

**Facilities Management Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /** **Re-assessment** |
|  | Insufficient heating and/ or cooling system (including insufficient fuel levels if applicable). (16.5.20) | All school systems are working normally. | There is sufficiency in all regards. |  |
|  | Insufficient gas supply, venting and valves? | All school systems are working normally. | There is sufficiency in all regards. |  |
|  | Air conditioning units, ducts not checked on re-occupying school facilities. (17.5.20) | School facilities have been occupied at all times and normal checks made.. | Sufficient checking has taken place and units are operational. |  |
|  | Ventalation and extraction systems not checked. (16.5.20) | Normal checks have taken place. | All checks up to date and systems operational. |  |
|  | Electrical tests not up-to-date including emergency lighting and PAT | Normal checks have taken place. | All electrical checks are up to date. |  |
|  | All electrical equipment bought in to school PAT tested? (16.5.20) | PAT testing up to date. No new electrical equipment being brought into school. | All testing is up to date. |  |
|  | Water testing for temperature, flow and legionella not in date for test. | Regular legionella testing has been taking place. | All testing is up to date. |  |
|  | Water supply not tested for legionella on re-opening facilities. (16.5.20) | Regular legionella testing has been taking place. | All testing is up to date. |  |
|  | Swimming Pool not secure or inspected regularly. (16.5.20) | Normal swimming pool rules have been in force at all times.  | Swimming pool has been secure and inspected at all times.  |  |
|  | Insufficient arrangements for the operation, cleaning (and use) of the swimming pool. | Normal swimming pool cleaning and maintenance regime has been in force at all times. | Swimming pool has been open and available for use by school residents at all times. |  |
|  | Fire alarm panel, system and extinguishers not in date and not serviced. | Normal fire checks and servicing have been taking place, including weekly fire alarm tests. | All equipment is fully operational. |  |
|  | Kitchen not reconfigured, stocked and cleaned if closed over a long period. (16.5.20) | Kitchen was closed over the holidays, but has been open and in use since the start of term. | Kitchen stocked and cleaned as necessary. No reconfiguration necessary. |  |
|  | Insufficient chefs, supervising staff and cleaners to maintain high standards of hygiene. (16.5.20) | Staffing levels planned and reviewed by Bursar and Chef Manager, including for greater numbers of pupils post 2220620 | Staffing levels sufficient. |  |
|  | Servery and dining room rules not properly considered, inadequate or safe. (16.5.20) | Use of dining room and servery rules considered, and reconfiguration arranged as necessary.  | New arrangements are now in place. |  |
|  | Insufficient drinking supplies and hydration available in dining room. (16.5.20) | Normal drinking supplies available. | Drinking supplies sufficient. |  |
|  | Laundry wash and dryers not serviceable, unable to cope with demand, temperature requirements and insufficient wash products. | Laundry is fully operational, although usage is fairly minimal. | Demand is manageable and supply of wash products sufficient. |  |
|  | Suspended services not re-set. (16.5.20) | All suspended services have been re-set as necessary.  | Re-setting has taken place, and normal school services now available. |  |
|  | Approach not agreed to any scheduled or ongoing building works. (17.5.20) | No building works currently in progress. | No building works currently in progress. |  |
|  | Suppliers not following appropriate SD and hygiene measures (17.5.20) | Visits to the site are kept to a minimum and no access to school buildings is allowed. | SD and hygiene measures are in place, and are being followed. |  |
|  | Waste procedures not reviewed or sufficient. | Waste procedures have been reviewed and amended as necessary. | Waste procedures are sufficient. |  |
|  | Pest control services not recorded, deficiencies not identified or actioned. | Normal pest control checks by school staff and external contractor have taken place | Pest control measures in place. |  |
|  | School vehicles not fully registered, insured, maintained and stocked with appropriate hygiene materials. | All regular checks of school vehicles have taken place, with stocking of hygiene materials as necessary. | All school vehicles are fully useable. |  |