

COVID-19: Operational risk assessment for school re-opening

Assessment conducted by:	Mr J Robson	Job title:	Head of Estates	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	20/05/2020	Review interval:		Date of next review:	On going.

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence			
		High (very likely)	Medium (possible)	Low (remote)	
Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
1. Establishing a gradual and safe approach for pupils and staff to return to school:					
1.1 Establishing if the building is safe following an extended closure					
Health and safety risk assessments have been reviewed.	H	<ul style="list-style-type: none"> ▪ Health and safety audit conducted by Head of Estates ▪ Classroom audits undertaken by the Estates Team ▪ Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training (delivered on site to staff as part of a re-opening induction) covering: <ul style="list-style-type: none"> ▪ Different areas of the school ▪ Procedures for when pupils and staff enter and leave school ▪ Planned movement around the school during lesson, break and lunch times ▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used ▪ All statutory compliance is up to date. 	YES	SEE Annex 3 works programme	L

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
		Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.			
1.2 First Aid/Designated safeguarding leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk	H	<ul style="list-style-type: none"> ▪ First Aid certificates have been extended for three months by Gov't ▪ On site staff rotas allow for appropriate numbers and levels of first aiders on site at all times (school specific) ▪ Collaborative arrangements for sharing nursing capacity across the Foundation have been agreed. 	YES	Extra PPE for all first aiders.	L

2. Determining the number of pupils that can be accommodated within the school infrastructure					
2.1 Organisation of teaching spaces and communal areas					
Classroom sizes will not allow adequate social distancing	H	<p>School specific</p> <ul style="list-style-type: none"> ▪ Classroom size capacity audit undertaken using social distancing measure of 2m – maximum number of people (children and adults) determined ▪ Timetables and staffing model determined to secure curriculum delivery for class-group size ▪ Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered ▪ Clear age appropriate signage displayed in classrooms promoting social distancing ▪ Ensure class groups and staff stay together consistently and do not mix or blend with other groups 	YES	See Annex 3 works programme	L

Large spaces that need to be used as classrooms	H	<p>School specific</p> <ul style="list-style-type: none"> ▪ Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size. ▪ Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring ▪ Design layout and arrangements in place to enable social distancing. 	YES		L
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<p>School specific</p> <ul style="list-style-type: none"> ▪ Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. ▪ Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance. 	YES	Staff briefed on induction see Annex 2	L

2.2 Availability of staff and class sizes

The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school	H	<ul style="list-style-type: none"> ▪ The health status (Covid-19 related) and availability of every member of staff is known and is regularly updated (via line managers contact with staff) so that deployment can be planned. ▪ Any staff member who is identified as clinically extremely vulnerable is not permitted onto school premises. Staff members who are clinically vulnerable should from work from home if possible. If not possible an individual risk assessment will be carried out to ensure the safest possible work environment provided. ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic ▪ All staff are aware of the testing procedure (covered at induction) and either self-refer for testing or contact HR on HR@csfoundation.org.uk to arrange an employer referral as soon as possible and within 3 days 	YES		L
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		<p>maximum of the onset of illness / symptoms for themselves or a member of their household.</p> <ul style="list-style-type: none"> ▪ Discussions take place with those staff who are self-isolating or shielding but who are well enough and able to work from home. Appropriate equipment / arrangements are put in place in order for working from home where possible. ▪ Flexible and responsive use of all staff is in place to supervise children under the direction of a teacher if required ▪ A blended model of home learning and attendance at school is utilised ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable (this may include senior leaders from across the Foundation) 			
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2.3 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> ▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff (via the staff induction) ▪ Staff are encouraged share the outcome of the test with their line manager ▪ Staff to stay away from school until received results. 	YES		L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> ▪ Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. ▪ Robust collection and monitoring of absence data, including tracking return to school dates, is in place ▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning (exact details included in site specific risk assessments) 	YES	To be covered on induction	L
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	H	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school (in summary stay away from school for 14 days and recommend a test and encouraged to share results with school) ▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding 	YES	See annex 2 Induction programme	L

		<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners 			
<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and pupils as part of the induction process to take place when school reopen. 	YES		L

2.4 Prioritising provision: determining which children will be in school, taking not account social distancing requirements and staffing					
<p>The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen</p>	H	<ul style="list-style-type: none"> Plans are in place to meet the learning needs of the children who are outside of the main cohorts (reception, year 1 and year 6) attending school. Pastoral and SEND support is deployed wherever possible to support prioritised pupils. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. 	YES		L
<p>Children who most need to be in school, may not be identified.</p>	H	<ul style="list-style-type: none"> Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified Children with significant underlying health conditions that place them at risk and those who are shielding are not in school Children where a household member is identified as clinically extremely vulnerable are not in school 	YES		L

3. Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene

3.1 Staff induction

<p>Staff are not trained in new procedures, leading to risks to health</p>	<p>H</p>	<p>An induction is delivered to all staff prior to reopening, which includes:</p> <ul style="list-style-type: none"> ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management ▪ Behaviour policy ▪ Training delivered by appropriately qualified personal. 	<p>YES</p>		<p>L</p>
<p>New staff are not aware of policies and procedures prior to starting at the school when it reopens</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Induction programmes are in place for all new staff – either online or in-school – prior to them starting. 	<p>YES</p>		<p>L</p>

3.2 Communication strategy

<p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ▪ Staff (Schools specific via weekly briefings) ▪ Pupils (school specific via daily bulletins) ▪ Parents (school specific by weekly emails) ▪ Governors/Trustees (via scheduled committee meetings and more frequently as required) ▪ TU / Employee Reps (via scheduled update meetings) 	<p>YES</p>		<p>L</p>
<p>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting the 2-metre rule, good handwashing and 'catch it bin it' rules. ▪ Clear floor markings identify 2 metre spaces and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. ▪ All systems and procedures are visibly and routinely monitored and reviewed throughout the day. 	<p>YES</p>	<p>SEE ANNEX 3 WORKS PROGRAMME</p>	<p>L</p>

		<ul style="list-style-type: none"> staff and children will wash their hands for at least 20 seconds with water and soap on arrival, before departure and regularly throughout the day, including before and after every break and lunchtime. 			
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	M	<ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. 	YES		L
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19	H	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 	YES	All staff aware of symptoms. Informed what action to carry out on induction.	L

4. Planning movement around the school

4.1 Movement around school

Movement around the school risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> Circulation plans have been reviewed and revised. One-way systems are in place where possible. Corridors are divided where feasible. Appropriate signage is in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly. Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available Pupils are regularly briefed regarding observing social distancing guidance. Appropriate levels of supervision and guidance are in place 	YES	SEE Annex 3 works programme.	L
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4.2 Management of social distancing in the reception area					
<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>		<ul style="list-style-type: none"> ▪ No visitors are allowed on the premises without a pre-arranged appointment ▪ Any visitors are provided with clear guidelines on behaviours whilst on premises ▪ Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor ▪ Social distancing points are clearly set out, using floor markings, continuing outside where necessary. ▪ Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ▪ Non-essential deliveries and visitors to school are minimised. ▪ Arrangements are in place for segregation of visitors. (Site specific) 	yes	SEE Annex 3 works programme.	L

4.3 Management of ingress and egress – arrival and departure					
<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	H	<ul style="list-style-type: none"> ▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place ▪ Start and departure times are staggered to reduce pinch points and risk of breach. ▪ A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place ▪ All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents ▪ Segregation of groups is considered wherever practicable ▪ Floor markings are visible where it is necessary to manage any queuing. 	YES	See site specific issues See annex 3 works programme	L

<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Start and finish times are staggered. ▪ The use of available entrances and exits is maximised. ▪ Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. ▪ Weekly messages to parents stress the need for social distancing at arrival and departure times. 	<p>YES</p>	<p>See site specific issues See annex 3 works programme</p>	<p>L</p>
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4.4 Management of classrooms and teaching spaces

<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance ▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly. ▪ If lessons can take place outside they will do so. If weather prohibits pupils being outside at break / lunchtimes then appropriate rooms (e.g. main school hall, sports halls, large classrooms) will be used. Rota to be put in place to cover break / lunchtime supervision. If pupils are outside at break or lunch – groups will be given clear areas to stay within. 	<p>YES</p>	<p>See annex 3 works programme</p>	<p>L</p>
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4.5 Management of movement in corridors

<p>Social distancing guidance is breached when pupils circulate in corridors</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and amended. ▪ One-way systems are in operation where feasible. ▪ Corridors are divided where feasible. ▪ Circulation routes are clearly marked with appropriate signage. ▪ Any pinch points/bottle necks are identified and managed accordingly. ▪ The movement of pupils around school is minimised as much as possible. ▪ Where possible, pupils and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place. 	<p>YES</p>		<p>L</p>
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4.6 Management of social distancing at break times

<p>Pupils may not observe social distancing at break times</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Break times are staggered. ▪ External areas are designated for different groups. ▪ Pupils are reminded about social distancing as break times begin. ▪ Social distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	<p>YES</p>		<p>L</p>
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4.7 Management of social distancing at lunch times					
Pupils may not observe social distancing at lunch times	H	<ul style="list-style-type: none"> ▪ Pupils are reminded about social distancing as lunch times begin. Pupils wash their hands using the 20 second routine, before and after eating. ▪ Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). ▪ Eating areas are cleaned after lunch. 	YES		L

4.8 Management of social distancing and hygiene in the toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	H	<ul style="list-style-type: none"> ▪ Queuing zones for toilets and hand washing have been established and are monitored by staff. Rotas in place to assist in social distancing ▪ Floor markings are in place to enable social distancing. ▪ Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. ▪ The toilets are cleaned frequently. ▪ Monitoring ensures a constant supply of soap and paper towels. ▪ Bins are emptied regularly. ▪ Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place 	YES	See Annex 1 cleaning programme	L

4.9 Safety arrangements for the use of medical rooms					
The configuration of medical rooms may compromise social distancing measures	H	<ul style="list-style-type: none"> ▪ Social distancing provisions are in place for medical rooms. ▪ Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. ▪ Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. ▪ Professional cleaning company to clean areas. ▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff. 	YES		L

5. Securing and sustaining robust hygiene systems and procedures

5.1 Cleaning

<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ An enhanced cleaning plan is agreed and implemented which minimises the spread of infection ▪ During the day staff will wipe down hard surfaces, table tops door handles. ▪ Before use all computer keyboards computer mice will be wiped over by the user. A rota will be in place to check toilets regularly. ▪ In the evening a full cleaning programme of all areas will take place by a professional cleaning company. ▪ Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space. ▪ Specific cleaning regimes will be implemented for musical instruments and sports equipment. 	<p>YES</p>	<p>See annex 3 cleaning programme</p>	<p>L</p>
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5.2 Hygiene and handwashing

<p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered ▪ Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	<p>YES</p>	<p>Additional hand sanitiser have been placed at all entry points to buildings</p>	<p>L</p>
<p>Pupils forget to wash their hands regularly and frequently</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. ▪ Posters reinforce the need to wash hands regularly and frequently. ▪ School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. By allocating time in the school daily programme ▪ Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person 	<p>YES</p>	<p>See site specific issues.</p>	<p>L</p>

5.3 Personal Protective Equipment (PPE)

<p>Provision of PPE for staff where required is not in line with government guidelines</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. ▪ Those staff required to wear PPE (receiving/handling deliveries; cleaning staff, nurses, those providing first aider) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely). This will take place at induction and training provided by a qualified person. ▪ Staff are reminded that wearing of gloves is not a substitute for good handwashing. ▪ Staff may choose to wear face masks or coverings but these will not be provided by the Foundation 	<p>YES</p>	<p>See annex 2 Induction programme</p>	<p>L</p>
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6. Curriculum organisation

<p>children may need to re-socialise and familiarise with new routines</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Consideration should be given on planning what to teach, and how, taking into account the temporary disapplication of the curriculum ▪ The priority for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. 	<p>YES</p>		<p>L</p>
<p>Children may have fallen behind in their learning during the school closure and achievement gaps will have widened</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Gaps in learning are assessed and addressed in teachers' planning. ▪ Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality ▪ Plans for intervention are in place for those pupils who have fallen behind in their learning. 	<p>YES</p>		<p>L</p>

Pupils moving on to the next phase in their education do not feel prepared for the transition	H	<ul style="list-style-type: none"> ▪ A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. 	YES		M
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7. Enhancing mental health support for pupils and staff

7.1 Mental health concerns – pupils

Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> ▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. ▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 	YES		L
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7.2 Mental health concerns – staff

The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> ▪ Staff are encouraged to focus on their wellbeing. ▪ Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. ▪ Staff induction contains content on wellbeing including the signposting of websites and resources (via the BHSF connect app) 	YES	See annex 2 Induction programme	L
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<p>Working from home can adversely affect mental health</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Staff working from home have regular catch-ups with line managers. ▪ Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. ▪ Appropriate work plans have been agreed with support provided where necessary. 	<p>YES</p>		<p>L</p>
<p>Being asked to return to work could adversely affect mental health</p>	<p>H</p>	<ul style="list-style-type: none"> • Staff returning to work will be inducted in the specific working arrangements and environment for their role and work location • Staff returning to work will be encouraged to discuss concerns with their line manager who will seek appropriate guidance and support if required • Where required an individual risk assessment will be put in place • Staff will be provided with as much notice as possible of a requirement to return to work but a minimum of one working day will be given in all cases. 	<p>YES</p>	<p>See Annex 2 Induction programme</p>	<p>L</p>

7.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> ▪ The school has access to trained staff who can deliver bereavement counselling and support. ▪ Support is requested from other organisations when necessary. 	YES		L

8. Governance and policy					
8.1 The role of Governors					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	M	<ul style="list-style-type: none"> ▪ The governing body continues to meet regularly via online platforms. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. ▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	YES		L
Governors are not fully informed or involved in making key decisions	H	<ul style="list-style-type: none"> ▪ Online meetings are held regularly with governors. ▪ Governing bodies are involved in key decisions on reopening. ▪ Governors are briefed regularly on the latest government guidance and its implications for the school. 	YES		L

8.2 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	<ul style="list-style-type: none"> ▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions 	YES	Review of policies on going	L

9. Other operational issues					
9.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	L	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Reduced numbers of pupils/staff • Possible absence of fire marshals • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. 	YES	See Annex 2 induction	L
Fire marshals absent due to self-isolation	L	<ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	YES		L

9.2 Contractors working on the school site					
<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work so are set to continue. ▪ An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. ▪ Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. ▪ Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. ▪ Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. ▪ In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	<p>YES</p>	<p>No works are scheduled. only emergencies work will take place.</p>	<p>L</p>

10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					