

RISK ASSESSMENT CHECKLIST FOR THE WIDER OPENING OF SCHOOLS

| Name of School | | Date of assessment | Review date |
|--|----------------------------|---------------------------------|----------------------|
| St Anne's Fulshaw CE Primary School | | 11.06.20 | Weekly |
| Name and Position of Assessor(s): | Clare Daniel (Headteacher) | Assessor(s) Signature: | <i>Clare Daniel</i> |
| Headteacher's Name: | Clare Daniel | Headteacher's signature: | <i>Clare Daniel</i> |
| Chair of Governor's Name: | Claire Carter | Chair's signature | <i>Claire Carter</i> |

Before completing this risk assessment, please refer to Cheshire East's Risk Assessment Framework.

| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
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| Buildings and Facilities | <ul style="list-style-type: none"> Checks have been made to the building in line the DfE guidance for schools or other educational settings on managing premises which have been partially open during the COVID-19 outbreak | √ | |
| | <ul style="list-style-type: none"> Checks to hot and cold-water systems (refer to the Legionella Control Association (LCA) guidance for recommissioning hot and cold-water systems) | √ | |
| | <ul style="list-style-type: none"> Checks to gas safety | √ | |
| | <ul style="list-style-type: none"> Checks to fire safety | √ | |
| | <ul style="list-style-type: none"> Checks to kitchen equipment | √ | |
| | <ul style="list-style-type: none"> Checks to security including access control and intruder alarm systems | √ | |
| | <ul style="list-style-type: none"> Checks to ventilation | √ | |
| | <ul style="list-style-type: none"> Contact has been made with any contractors and suppliers to check on any special interim arrangements in place due to coronavirus (COVID-19). | √ | |
| | <ul style="list-style-type: none"> A member of staff has been identified with responsibility for managing premises. | √ | |
| | <ul style="list-style-type: none"> Cover arrangements are in place for the staff member responsible for managing premises. | √ | |
| | <ul style="list-style-type: none"> The number of entrances and exits to be used are maximised and used for different groups. | √ | |
| | <ul style="list-style-type: none"> Classrooms have been re/arranged to allow as much space between individuals as practical. | √ | Taking place WC 01.06.20 and 08.06.20 |
| | <ul style="list-style-type: none"> Essential resources have been moved into relevant teaching spaces. | √ | |
| | <ul style="list-style-type: none"> Unnecessary items have been removed from classrooms and other learning environments where there is space to store it elsewhere. | √ | Using Classes 3 and 4 for storage |
| <ul style="list-style-type: none"> Areas of non-use have been cordoned off. | √ | | |
| <ul style="list-style-type: none"> Physical adaptations to the building have been made to ensure safe movement around the school and to keep groups apart (this might include a one-way system, place dividers, colour coded areas etc.). | √ | | |

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| <ul style="list-style-type: none"> • Signage to support children and young people to follow measures is in place (including those who need additional support, eg, routes round school marked in braille or with other meaningful symbols). | NA currently | |
| <ul style="list-style-type: none"> • Floor markings are in place to aid queueing/social distancing. | √ | |
| <ul style="list-style-type: none"> • Resources which are not easily washable or wipeable have been removed. | √ | |
| <ul style="list-style-type: none"> • Plans are in place to ensure the availability of soap and hot water in every toilet (and if possible, in classrooms) | √ | |
| <ul style="list-style-type: none"> • Plans are in place to ensure 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 | √ | |
| <ul style="list-style-type: none"> • Plans are in place to ensure 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. | √ | Purchasing WC 08.06.20 |
| <ul style="list-style-type: none"> • Plans are in place to ensure 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. | √ | |
| <ul style="list-style-type: none"> • Well ventilated designated room for those with symptoms to go to has been identified. | √ | |
| <ul style="list-style-type: none"> • Toilets have been set up to accommodate social distancing, eg, middle sinks sealed off. | √ | 1 child in / 1 child out |
| <ul style="list-style-type: none"> • Door wedges are available to keep doors open/ajar, where appropriate. | √ | |
| <ul style="list-style-type: none"> • Fire procedures and been reviewed and revised where required, considering: <ul style="list-style-type: none"> - reduced numbers of pupils/staff - availability of fire marshals - social distancing during evacuation and at muster points | √ | |
| <ul style="list-style-type: none"> • Staff and pupils have been briefed on new evacuation procedures. | √ | |
| <ul style="list-style-type: none"> • Insurance arrangements have been checked. | √ | |
| <ul style="list-style-type: none"> • Arrangements have been agreed with the Council, contractors etc for any essential building works to proceed. | √ | |
| <p>Guidance Managing school premises during the coronavirus outbreak Good estate management for schools</p> | <p>Contacts Health and Safety Matthew.ODonoghue@cheshireeast.gov.uk</p> | |

| | Legionella Control Association (LCA) guidance document | Schools Capital and Organisation: SOCS@cheshireeast.gov.uk For <u>advice</u> on recommissioning hot and cold-water systems: lan.hales@cheshireeast.gov.uk | |
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| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No – X | Planned Actions |
| Class sizes and groups | <ul style="list-style-type: none"> School has carried out a net capacity assessment of the classrooms available, and any other rooms to be used as temporary classrooms to determine available teaching space. | √ | |
| | <ul style="list-style-type: none"> School has agreed the maximum number of pupils who can attend the school to maintain social distancing rules. | √ | |
| | <ul style="list-style-type: none"> The plan of classes ensures that social distancing is maintained in line with DfE guidance, ie, 2 metres (6.5 foot) away from each other, with the exception of early years, who should consider the early years foundation stage (EYFS) age-based space indoor space requirements: <ul style="list-style-type: none"> children under 2 years need 3.5 metres squared per child 2 year olds need 2.5 metres squared per child children aged 3 to 5 years need 2.3 metres squared per child | √ | |
| | <ul style="list-style-type: none"> <i>For primary schools</i>, classes are split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). | √ | |
| | <ul style="list-style-type: none"> <i>For primary schools</i>, the plan ensures that the Early Years Guidance is followed re keeping group sizes to a maximum of 8 children, while adhering to EYFS ratios, so groups are as small as possible. Providers are expected to ensure that there are no more than 16 children in a group in early years settings. | √ | |
| | <ul style="list-style-type: none"> <i>For primary schools</i>, the plan ensures that the school keeps cohorts or ‘bubbles’ together where possible to 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. | √ | |
| | <ul style="list-style-type: none"> <i>For primary schools</i>, a process is in place for staff to communicate with parents and carers when providing handover information at the end of the day, this may be digitally using technology. | √ | Systems already well-established. All parents use email for contact – paper-free school. |

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| | <ul style="list-style-type: none"> • <i>For secondary schools</i>, plan does not have more than a quarter of the year 10 and year 12 cohort (for schools with sixth forms) in school at any one time. | NA | |
| | <ul style="list-style-type: none"> • <i>For secondary schools</i>, plan means that classes are no more than half their usual size unless, for example, a larger group could be taught in a larger space provided social distancing can be maintained and mixing is minimised. | NA | |
| | <ul style="list-style-type: none"> • <i>For secondary schools</i>, plans ensures that mixing between different groups of pupils is kept to a minimum, where possible (DfE recognises that groups may need to be mixed to provide pupils with face-to-face support from subject teachers – these groups would be expected to be smaller than normal). | NA | |
| | <ul style="list-style-type: none"> • <i>For secondary schools</i>, any plan to use a rota does not include split days (ie, morning and afternoon rotas should not be applied). | NA | |
| | <ul style="list-style-type: none"> • <i>For secondary schools</i>, plans for face to face learning included arrangements for disadvantaged pupils or pupils who have not been engaging in remote education. | NA | |
| | <ul style="list-style-type: none"> • Where possible, plan includes children and young people using the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. | √ | |
| | <ul style="list-style-type: none"> • Robust collection and monitoring of absence data is in place. | √ | |
| | <ul style="list-style-type: none"> • Plan has been made for children of critical workers and vulnerable children to be accommodated into small groups of no more than 15 alongside returning year groups, keeping groups together in their 'bubbles' where possible. | √ | |
| | <ul style="list-style-type: none"> • Access to rooms is directly from outside where possible. | √ | |
| | <ul style="list-style-type: none"> • Halls, dining areas and internal and external sports facilities for lunch and exercise will be used at half capacity. | √ | |
| | <ul style="list-style-type: none"> • Cleaning arrangements are in place for play equipment, including outdoor equipment when it is used between groups of children using it (not to be used by multiple groups simultaneously). | √ | |
| | <ul style="list-style-type: none"> • Where possible, all spaces are well ventilated using natural ventilation (opening windows) or ventilation units. | √ | |

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| | <ul style="list-style-type: none"> • Doors will be propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. | √ | |
| | <ul style="list-style-type: none"> • Classroom entry and exit routes have been determined and appropriate signage in place. | √ | |
| | <ul style="list-style-type: none"> • Outside space are used for exercise and breaks where possible. | √ | |
| | <ul style="list-style-type: none"> • Arrangements have been made to stagger assembly groups and to take place with individual groups in their allocated classroom spaces. | √ | No whole school assembly arrangements will take place – these will take place in bubbles/pods |
| | <ul style="list-style-type: none"> • A process and queuing system is in place for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom. | √ | |
| | <ul style="list-style-type: none"> • Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently. | √ | |
| | <ul style="list-style-type: none"> • Breakfast clubs, lunch clubs and after-school clubs will only operate if it is possible to keep children within the groups they are in during the day or safely distanced (NB – a separate risk assessment will be needed for these). | √ | No Breakfast Club for any children. After School Club only running for keyworker/vulnerable children |
| <p>Guidance Coronavirus (COVID-19): implementing protective measures in education and childcare settings Letter to schools about reopening of schools and early years settings, 20 May 2020</p> | <p>Contact School Governance SchoolGovernanceEast@cheshireeast.gov.uk Schools Capital and Organisation: SOCS@cheshireeast.gov.uk</p> | | |

| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
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| Staff | <ul style="list-style-type: none"> • Audit of staff completed to establish availability. | √ | |
| | <ul style="list-style-type: none"> • Staff have been consulted on proposed arrangements and regular opportunities are in place to get feedback on the new arrangements. | √ | |
| | <ul style="list-style-type: none"> • Sufficient staffing resource will be on site to open the school for the phased wider opening. | √ | |
| | <ul style="list-style-type: none"> • Staff ratios have been considered re those available to work in school including staff available, teachers available, support staff including teaching assistants available and availability of the head or deputy. | √ | |
| | <ul style="list-style-type: none"> • There is least one person with paediatric first aid training, where needed. | √ | |
| | <ul style="list-style-type: none"> • There is at least one person with up to date Designated Safeguarding Lead (DSL) training. | √ | |
| | <ul style="list-style-type: none"> • The Special Educational Needs Coordinator is available or an alternative staff member who could take on this role. | √ | |
| | <ul style="list-style-type: none"> • There is a caretaker and/or cleaning staff available. | √ | |
| | <ul style="list-style-type: none"> • If necessary, there is at least one office staff member available during the school day | √ | |
| | <ul style="list-style-type: none"> • The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days (for job share arrangements, secondary and college settings there will be some subject specialist rotation of staff). | √ | |
| | <ul style="list-style-type: none"> • Staffing arrangements will be as consistent as possible. | √ | |
| | <ul style="list-style-type: none"> • The school has scheduled PPA time into the timetable for the week. | √ | |
| | <ul style="list-style-type: none"> • Support plans have been made for those staff members who need to undertake a different role or work with different groups of children temporarily. | √ | |
| | <ul style="list-style-type: none"> • Staff workload expectations have been set out (including for leaders). | √ | |
| | <ul style="list-style-type: none"> • Return to school procedures are clear for all staff. | √ | |
| <ul style="list-style-type: none"> • Staff have been trained on the wider opening arrangements ahead of pupils attending. | √ | | |

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| <ul style="list-style-type: none"> • Staff training has been completed to implement any changes the school plans to make (eg, risk management, curriculum, behaviour, safeguarding) | √ | |
| <ul style="list-style-type: none"> • Guidance for staff is in place to ensure that they are trained in the new rules and routines, including the use of sanctions and rewards, so that they can support pupils to understand them and enforce them consistently. | √ | |
| <ul style="list-style-type: none"> • Staff are aware of the arrangements should they require help from another member of staff whilst teaching. | √ | |
| <ul style="list-style-type: none"> • Staff absence reporting and recording approach in place and all staff are aware. | √ | |
| <ul style="list-style-type: none"> • Plans to regularly review staffing to ensure staffing ratios are maintained. | √ | |
| <ul style="list-style-type: none"> • Plans to respond to increased sickness levels are in place. | √ | |
| <ul style="list-style-type: none"> • Flexible working arrangements are in place to support any changes, eg, staggered start/end times. | √ | |
| <ul style="list-style-type: none"> • Staff have been advised on clothing expectations to ensure clothes worn are easily washable (eg, no ties). | √ | |
| <ul style="list-style-type: none"> • Measures are in place to check on staff wellbeing (including for leaders), ie, regularly checks with staff, including their workload and work life balance. | √ | |
| <ul style="list-style-type: none"> • The impact on staff with protected characteristics, including race and disability, have been considered. | √ | |
| <ul style="list-style-type: none"> • The approach for inducting new starters has been reviewed and updated in line with current situation. | NA | |
| <ul style="list-style-type: none"> • Arrangements have been made for staff who are pregnant | NA | |
| <ul style="list-style-type: none"> • Staff who can't return to school at this point have been identified (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). Arrangements are in place to review this regularly. | √ | |
| <ul style="list-style-type: none"> • Staff who have returned who are clinically vulnerable or live with someone who is extremely clinical vulnerable have an individual risk assessment in place and have been placed in the safest role on-site. Arrangements are in place to review this regularly. | √ | |
| <ul style="list-style-type: none"> • Support arrangements and work is in place for staff who are working from home are in place (including those shielded, clinically vulnerable and/or living with someone in these groups), eg to support remote education. | √ | |

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| | <ul style="list-style-type: none"> • Home working assessments have been completed for relevant staff. | √ | |
| | <ul style="list-style-type: none"> • Arrangements to return any furloughed staff are in place. | NA | |
| | <ul style="list-style-type: none"> • Any staff contracts that need to be issued, extended or amended considering the current situation are complete. | √ | |
| | <ul style="list-style-type: none"> • Any HR processes that were in train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved or plans are in place to address these. | NA | |
| | <ul style="list-style-type: none"> • Where appropriate, First Aid certificates have been extended (where expired, HSE recognise that retraining is a problem - first aid courses cannot be renewed online). | √ | |
| | <p>Guidance (NB you will need to log in to ChESS to access the links below)</p> <p>Guidance for managers re staff concerned about attending work</p> <p>Guidance for schools on supporting vulnerable staff</p> <p>Flowchart for schools on supporting vulnerable staff</p> <p>Home working assessment</p> <p>Furlough guidance</p> <p>Furlough claim form</p> | <p>Contact Your HR provider For CEC buy back, contact DeanHadden@cheshireeast.gov.uk</p> | |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| Communication | <ul style="list-style-type: none"> • Initial communication with all parents has taken place to ensure all are aware of planned phased wider opening. | √ | |
| | <ul style="list-style-type: none"> • Cheshire East's position statement has been shared with all parents. | √ | |
| | <ul style="list-style-type: none"> • Communication with parents of eligible children complete to check if they plan for their child to attend from planned opening date. | √ | |
| | <ul style="list-style-type: none"> • Communication to parents of children returning includes: <ul style="list-style-type: none"> - the protective steps the school is taking to make it a low-risk place for their child - what parents need do (such as on drop off and collection – only one parent should attend and should not gather at the gates) - expectations regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible. - expectations around what can be brought into school. | √ | |

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| | <ul style="list-style-type: none"> - uniform policy (uniform that cannot be machine washed should be avoided). - not to come to school with symptoms and arrangements if children become ill at school. - for parents to make the school aware of any underlying health conditions that their child has. | | |
| | <ul style="list-style-type: none"> • Virtual tours of the school are available for parent and pupils. | Not yet | Working on this for new starters and relocation enquiries |
| | <p>Guidance What parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak Letter to parents about reopening of schools, 20 May 2020</p> | | |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| Curriculum and Learning | <ul style="list-style-type: none"> • What learning is appropriate has been agreed (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. | √ | |
| | <ul style="list-style-type: none"> • Gaps in learning have been assessed and addressed in teachers' planning. | √ | |
| | <ul style="list-style-type: none"> • Lessons or activities to be delivered have been agreed and risk assessed. | √ | |
| | <ul style="list-style-type: none"> • Activities that are more difficult/ not possible to be undertaken with social distancing in place have been identified. | √ | |
| | <ul style="list-style-type: none"> • Each activity has been risk assessed and will not be run unless the risks can be mitigated. | √ | |
| | <ul style="list-style-type: none"> • Current learning plans, revised expectations and required adjustments have been considered. | √ | |
| | <ul style="list-style-type: none"> • Pupil behaviour policy has been reviewed and amended, where necessary, in line with the current circumstances. | √ | |

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| | <ul style="list-style-type: none"> Teachers will avoid calling pupils to the front of the class or going to their desk to check on their work if not necessary. | √ | |
| | <ul style="list-style-type: none"> The learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups. | √ | |
| | <ul style="list-style-type: none"> The learning offer for eligible pupils who can't attend school is in place, as well as offer for those that continue to be out of school. | √ | |
| | <ul style="list-style-type: none"> The timetable and selection of classroom or other learning environments have been made to reduce movement around the school or building. | √ | |
| | <ul style="list-style-type: none"> Outdoor education, where possible, is used as this can limit transmission and more easily allow for distance between children and staff. | √ | |
| | <ul style="list-style-type: none"> The use of shared resources and exchange of take-home resources between children, young people and staff is limited or stopped. | √ | |
| | <ul style="list-style-type: none"> Sharing of stationery and other equipment is limited or stopped (in certain subjects such as Design Technology or Science, use of laboratories and shared equipment will be risk assessed). | √ | |
| | <ul style="list-style-type: none"> All shared materials and surfaces will be cleaned and disinfected more frequently. | √ | |
| | <ul style="list-style-type: none"> Equipment for practical lessons and the classroom or other learning environment is cleaned thoroughly between cohorts. | √ | |
| | <ul style="list-style-type: none"> The school will meet the priorities for young children around re-socialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. | √ | |
| | <ul style="list-style-type: none"> School has a plan for transitions, as appropriate around: <ul style="list-style-type: none"> - Early years to primary - Primary to secondary - Vulnerable children - Children with SEND - Physical and sensory needs, including adaptations, equipment etc. (lead in times) - Post-16 - School leavers | √ | <p>Finalising this at the moment for EY to Primary</p> <p>Transition Y6-7 is ongoing in liaison with WHS and AHCC</p> <p>These both include identification of and information sharing for pupils who have SEND, EAL and who are vulnerable</p> |
| <ul style="list-style-type: none"> Trips and extra-curricular activities will not place until the risk assessment evidences it is safe to do so (this is not expected in the foreseeable future). | √ | | |

| | Guidance Supporting your children's education during coronavirus (COVID-19) | | | |
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| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions | |
| Safeguarding and arrangements for vulnerable and keyworker children | <ul style="list-style-type: none"> • Arrangements are in place to strongly encourage vulnerable children to attend school. | √ | | |
| | <ul style="list-style-type: none"> • School has arrangements in place on how it will support: <ul style="list-style-type: none"> - individual children who have found the long period at home hard to manage - those who have developed anxieties related to the virus - those about whom there are safeguarding concerns - those who may make safeguarding disclosures once they are back in school | √ | | |
| | <ul style="list-style-type: none"> • Any safeguarding issues that arise will be addressed using the school's safeguarding policy. | √ | | |
| | <ul style="list-style-type: none"> • Plans are in place to manage any possible increase in safeguarding concerns as pupils return to school. | √ | | |
| | <ul style="list-style-type: none"> • Sufficient staff are trained to support or signpost pupils with mental health issues. | √ | | |
| | <ul style="list-style-type: none"> • The school has made reasonable adjustments for pupils with more challenging behaviour. | √ | | |
| | <ul style="list-style-type: none"> • Support for vulnerable and/or disadvantaged children returning to school has been identified and is in place. | √ | | |
| | <ul style="list-style-type: none"> • The impact on pupils with protected characteristics, including race and disability, has been considered. | √ | | |
| | <ul style="list-style-type: none"> • For children with an Education, Health and Care Plan (EHCP), these have been reviewed to ensure that they can return safely and any necessary adjustments made. Regular updates to their risk assessments are planned. | √ | | |
| <ul style="list-style-type: none"> • Changes to provision for children with an EHCP have been agreed and recorded. | √ | | | |

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| | <ul style="list-style-type: none"> • Arrangements are in place for any child who may need medication during the day. | √ | |
| | <ul style="list-style-type: none"> • Uniform policy has been updated to consider any parents who cannot currently replace it. | √ | |
| | <p>Guidance</p> <p>Coronavirus (COVID-19): safeguarding in schools, colleges and other providers</p> <p>Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak</p> <p>Conducting a SEND risk assessment during the coronavirus outbreak</p> <p>Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus (COVID-19)</p> <p>Critical workers who can access schools or educational settings</p> <p>Safeguarding partnership</p> <p>COVID-19 Safeguarding support for children returning to school</p> <p>Our Offer to Safeguard and Support Children and Families during Covid-19</p> <p>COVID-19 and domestic abuse</p> <p>COVID-19 and Safeguarding Children (CESCP website)</p> | <p>Contact</p> <p>SCIES Team sciesteameast@cheshireeast.gov.uk</p> <p>ChECS: 0300 123 5012 (Option 3)</p> <p>SEND Team senteam@cheshireeast.gov.uk</p> | |

| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
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| Travel to school | <ul style="list-style-type: none"> Parents/children and young people have been encouraged to walk or cycle where possible. | √ | |
| | <ul style="list-style-type: none"> Pupil travel plans have been collated prior to opening. | NA | |
| | <ul style="list-style-type: none"> Arrangements made for safe storage of bikes, where applicable. | √ | |
| | <ul style="list-style-type: none"> Drop-off and collection times have been staggered. | √ | |
| | <ul style="list-style-type: none"> Parents have been advised to drop off their children at the school gate. | √ | Younger children will be brought to outdoor class doors with social distancing and staggered entry / collection times |
| | <ul style="list-style-type: none"> Transport arrangements have been made to cater for any changes to start and finish times. | NA | |
| | <ul style="list-style-type: none"> Revised travel plans have been communicated clearly to contractors, the local authority and parents where appropriate. | NA | |
| | <ul style="list-style-type: none"> Signage to guide parents and carers where and when they should drop off and pick up their children is in place. <p>Guidance Coronavirus (COVID-19): safer travel guidance for passengers</p> | √ | Will be by 15.06.20 |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| | <ul style="list-style-type: none"> Plans in place to stagger breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time. | √ | |
| | <ul style="list-style-type: none"> Plans in place to stagger lunch breaks. | √ | |
| | <ul style="list-style-type: none"> Arrangements for lunch and break times ensure that children do not mix with other groups. | √ | |

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| Lunchtime, Breaks and movement around the school | <ul style="list-style-type: none"> • Arrangements have been made for staff to remain at a safe distance from each other at lunchtime or during breaks (including if school has a small staff room or other staff areas). | √ | |
| | <ul style="list-style-type: none"> • Work has taken place with catering supplier and kitchen staff to put arrangements in place. | √ | |
| | <ul style="list-style-type: none"> • Lunch and break arrangements have been communicated to parents. | √ | |
| | <ul style="list-style-type: none"> • A kitchen risk assessment has been completed. | √ | |
| | <ul style="list-style-type: none"> • Free school meals arrangements continue to be in place for all eligible children. | √ | |
| | <ul style="list-style-type: none"> • Arrangements for any midday assistants agreed. | √ | Teaching / TA staff to cover |
| | <ul style="list-style-type: none"> • External areas are designated for different groups. | √ | |
| | <ul style="list-style-type: none"> • Plan in for any first aid incidents at lunch time. | √ | |
| | <ul style="list-style-type: none"> • Plans to ensure that toilets do not become crowded are in place (eg, limiting the number of children or young people who use the toilet facilities at one time). | √ | |
| <p>Guidance See general guidance</p> | <p>Contacts Your catering supplier. For Cheshire East contact: cheshireeastcatering@cheshireeast.gov.uk</p> | | |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| External visitors | <ul style="list-style-type: none"> • Plans are in place to limit external visitors to the school during school hours. | √ | |
| | <ul style="list-style-type: none"> • Arrangements are in place for segregation of visitors. | √ | |
| | <ul style="list-style-type: none"> • Parents have been advised that they should only come into school buildings when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). | √ | Parents will not be permitted to enter the school building – other arrangements for communication are in place |
| | <ul style="list-style-type: none"> • Any necessary meetings should take place at a safe distance (the use of small offices may not be suitable). | √ | |
| | <ul style="list-style-type: none"> • Expectations have been communicated to contractors and suppliers around for example, cleaning, catering, food supplies, hygiene supplies etc. | √ | |

| | <ul style="list-style-type: none"> Any necessary building works will go ahead with safety measures and social distancing in place. | √ | None planned |
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| | Guidance See general guidance | Contacts Schools Capital and Organisation: SOCS@cheshireeast.gov.uk | |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| Cleaning and waste disposal | <ul style="list-style-type: none"> A detailed plan is in place for enhanced cleaning that sets out the frequency and type of cleaning required. This may include: <ul style="list-style-type: none"> Toilets to be deep cleaned at the end of each day. Toilets to be sprayed by a member of staff during the lunch period and after break with suitable cleaning detergent. Tables and contact points to be cleaned regularly. Equipment that has been used (and that can be cleaned) is identified by the teacher at the end of the day to the cleaner so that those objects can be disinfected. No toys to be brought from home. Resources that cannot be cleaned according to the instructions are packed away until after the CO-VID-19 epidemic is over. Tablets should be wiped several times daily and between use. Contact points to be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, arm rests, light switches etc. Staff to clean surfaces and touch points when used. Bins to be emptied before they are full and at least once daily. Cleaner to only enter the building when all staff and pupils have exited. Cleaner to wear long gloves. Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink. | √ | |

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| | - Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. | | |
| | • The enhanced cleaning schedule has been agreed with the cleaning contractor/relevant staff and increased working hours/changes in work patterns agreed. | √ | |
| | • Procedures are in place to ensure that resources for activities (indoor and outdoor) are be washed before and after use. | √ | |
| | • Sufficient supplies are in place throughout the school, including: <ul style="list-style-type: none"> - posters (for example, to encourage consistency on hygiene and keeping to own group) - soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments - disposable paper towels - cleaning products - sanitising wipes for wiping some equipment - lidded bins - tape for cordoning off areas and marking floors | √ | |
| | • Arrangements are in place for bins for tissues to be emptied throughout the day. | √ | |
| | Guidance COVID-19: cleaning of non-healthcare settings Safe working in education, childcare and children's social care, including the use of PPE Coronavirus (COVID-19): implementing protective measures in education and childcare settings | | |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| Hygiene and handwashing | <ul style="list-style-type: none"> • All adults and children are aware of the required cleaning regime, which includes: <ul style="list-style-type: none"> - frequently washing their hands with soap and water for 20 seconds and dry thoroughly. | √ | |

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| | <ul style="list-style-type: none"> - cleaning their hands on arrival at the setting, before and after eating, and after sneezing or coughing - being encouraged not to touch their mouth, eyes and nose - use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') | | |
| | <ul style="list-style-type: none"> • Staff will explicitly teach and supervise children around health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing. | √ | |
| | <ul style="list-style-type: none"> • Teachers will make sure they wash their hands and surfaces, before and after handling pupils' books. | √ | |
| | <ul style="list-style-type: none"> • Posters are displayed throughout the school building to encourage consistency on hygiene and handwashing. | √ | |
| | <ul style="list-style-type: none"> • Communication to parents has reminded them that their child should rigorously wash their hands before and after school. | √ | |
| | <p>Guidance Safe working in education, childcare and children's social care, including the use of PPE E-Bug resources include Horrid hands, Super sneezes, Hand hygiene, Respiratory hygiene, Microbe mania, Handwashing posters NHS Print friendly A4 poster 6 steps of handwashing' poster NHS washing hands video https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</p> | <p>Contact Public Health phbusinesssteam@cheshireeast.gov.uk Health and Safety Matthew.ODonoghue@cheshireeast.gov.uk</p> | |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| Personal Protective Equipment (PPE) | <ul style="list-style-type: none"> • Initial delivery of following PPE pack has been received by CEC: <ul style="list-style-type: none"> - Gloves 100 of each size: S,M,L,XL - 1 Box of facemask (50 per box) - X 4 Visors - 10 x 500ml hand sanitisers - 1 pack of Aprons (20 per pack) | √ | Received WC 01.06.20 |
| | <ul style="list-style-type: none"> • Arrangements are in place to monitor supplies of PPE. | √ | |

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| | <ul style="list-style-type: none"> • Arrangements are in place to order further supplies of PPE, when needed. | √ | |
| | <ul style="list-style-type: none"> • Staff are briefed on PPE, in line with national guidance. | √ | |
| | <ul style="list-style-type: none"> • Staff have been trained on when and how to use PPE, including the safe removal and application of PPE masks and other equipment., in line with the DfE guidance. | √ | |
| | <ul style="list-style-type: none"> • PPE will be stored safely when not in use. | √ | |
| | <ul style="list-style-type: none"> • First aid policy updated to reflect the use of PPE. | √ | Addendum inserted – information already considered in school’s own risk assessment re: reopening |
| | <p>Guidance Coronavirus (COVID-19): implementing protective measures in education and childcare settings Safe working in education, childcare and children’s social care, including the use of PPE Quick guide for putting PPE on and off</p> | <p>Contact For further PPE supplies, please contact: EarlyYearsCOVID-19@cheshireeast.gov.uk</p> | |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| Testing and managing symptoms | <ul style="list-style-type: none"> • Staff and children have been advised not to come to school if they have coronavirus symptoms. | √ | |
| | <ul style="list-style-type: none"> • The school policy has been updated so that any staff and children will be sent home as soon as they develop any symptoms. | √ | |
| | <ul style="list-style-type: none"> • The school level response should someone fall ill on site is in place (in line with relevant government guidance). | √ | |
| | <ul style="list-style-type: none"> • A well-ventilated room is available in the school for a child or young person to wait until collected. | √ | |
| | <ul style="list-style-type: none"> • If social distancing is not possible then the member of staff dealing with the symptomatic person will wear the appropriate PPE. | √ | |
| | <ul style="list-style-type: none"> • The room will be cleaned after the person has left concentrating on contact areas. | √ | |

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| | <ul style="list-style-type: none"> • All paper towels, gloves, aprons etc. will be double bagged and stored for at least 72 hours before being disposed of. | √ | |
| | <ul style="list-style-type: none"> • On developing symptoms, members of staff will be asked to request a test. | √ | |
| | <ul style="list-style-type: none"> • Guidance on testing has been given to staff. | √ | |
| | <ul style="list-style-type: none"> • Children and staff have been advised that if they test positive, the rest of their class and group should be sent home and advised to isolate for 14 days (the other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms). | √ | |
| | <ul style="list-style-type: none"> • Post-testing support arrangements are in place for staff. | √ | |
| | <p>Guidance (NB you will need to log in to ChESS to access the links below) Coronavirus (COVID-19): implementing protective measures in education and childcare settings</p> <p>FAQ for school staff Testing guidance for schools Testing script for schools Testing data form</p> | <p>Contact Testing (via CEC) gary.pickford@cheshireeast.gov.uk Testing (self-referral) www.gov.uk/coronavirus</p> <p>Contact your HR contact or email deanhadden@cheshireeast.gov.uk</p> | |
| Area of Risk Assessment | Control Measures | Action Complete Yes - √ No - X | Planned Actions |
| Governance | <ul style="list-style-type: none"> • Governing Body meetings continue on an online/virtual basis. | √ | |
| | <ul style="list-style-type: none"> • The Governing Body has been fully involved in the decision making in relation to the wider opening of the school. | √ | |
| | <ul style="list-style-type: none"> • The Governing Body has ensured that staff have been consulted on the wider opening arrangements. | √ | |
| | <ul style="list-style-type: none"> • The Governing Body has signed off the risk assessment. | √ | |
| | <ul style="list-style-type: none"> • Relevant policies and procedures have been reviewed and updated to reflect the new ways of working on wider opening. | √ | |
| | <ul style="list-style-type: none"> • The school's safeguarding policy has been reviewed and updated. | √ | |

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| | <ul style="list-style-type: none"> The updated behaviour policy reflects the new rules and routines necessary to reduce risk including: <ul style="list-style-type: none"> - following any altered routines for arrival or departure - following school instructions on hygiene, such as handwashing and sanitising - following instructions on who pupils can socialise with at school - moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) - expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands - tell an adult if you are experiencing symptoms of coronavirus - rules about sharing any equipment or other items including drinking bottles - amended expectations about breaks or play times, including where children may or may not play - use of toilets - clear rules about coughing or spitting at or towards any other person - clear rules for pupils at home about conduct in relation to remote education - rewards and sanction system where appropriate. | √ | |
| | <ul style="list-style-type: none"> Any other key policies and procedures have been reviewed and updated to reflect the new working arrangements of the school. | √ | |
| | <ul style="list-style-type: none"> The Governing body has considered the mental health and wellbeing of staff (including school leaders themselves), and the need to implement flexible working practices in a way that promotes good work-life balance for teachers and leaders. | √ | |
| | <ul style="list-style-type: none"> Arrangements are in place to log all additional cost pressures as a result of COVID-19. | √ | |
| Guidance See general guidance, including resources from the NGA: www.nga.org.uk | | Contact School Governance SchoolGovernanceEast@cheshireeast.gov.uk | |