



## SENDAT COVID-19 opening September 2020 Risk-Benefit Assessment Record

		<b>Destination/activity:</b> General	<b>Last updated :</b>
		<b>Staff Responsible:</b> Trustees/CEO/ All staff	21-7-2020 - LC 26-08-2020 - LC
<b>Assessment compiled by:</b> <span style="color: red;">Red – Medical</span> <span style="color: blue;">Black – Day School</span> <span style="color: blue;">Blue – Residential</span> <span style="background-color: yellow;">EHCP</span>		<b>Purpose of assessment:</b> To keep themselves and others safe – <span style="background-color: yellow;">for every student and all staff</span>	
<b>Opening SENDAT schools after Covid-19 for September 2020 is complicated and must be done in a measure and controlled way. Following all guidance and where there are conflicts in the guidance the highest level of caution/protection will be used.</b>			
<b>Where items are marked as red this high lights the need to keep these items in mind daily and update further with guidance.</b> <i>In special schools, specialist post-16 and hospital schools only, agree which additional pupils will return irrespective of year groups to achieve a phased return.</i>			
<b>SENDAT schools are planning to be fully open for September 2020</b> <b>Monitored by <span style="color: red;">Board/TLG/school SLT's</span></b>			
<u><b>Please state the intended benefits and the context of this assessment</b></u> We want all children, young people and staff to be back in settings, and believe that we can put reasonable measures in place in line with national and local guidance, but this will need to be modified and adapted as the situation and the guidance changes.			
<u><b>SAFEGUARDING:</b></u> Prevention, Protection and Support. All SENDAT staff are part of our early help team, identifying and supporting students and their families. <i>Our safeguarding policy has been changed in line with government requirements</i>			

### Context

“All education settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed.”

**from** <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

1. The circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased and our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within education settings.
2. The risk to children and young people themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school or college.
3. Whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis on coronavirus (COVID-19) related deaths linked to occupations suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.
4. We can plan for all children and young people to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children, young people and families.
5. Settings should use their existing resources to make arrangements to welcome all children back. There are no plans at present to reimburse additional costs incurred as part of that process.
6. The measures set out in the guidance provide a framework for education leaders to put in place proportionate protective measures for children, young people and staff, which also ensure that all pupils and students receive a high quality education that enables them to thrive and progress.
7. In welcoming all children and young people back this autumn, settings will be asked to minimise the number of contacts that a pupil or student has during the day as part of implementing the system of controls outlined below to reduce the risk of transmission.

<p><b><u>Risk</u></b></p> <p>List here the <b>significant risks</b> you have identified. Consider the <b>venue</b> (and transport to and from if appropriate). Medical and behavioural should also be included.</p>		<p><u>Precautions</u></p> <p>State here the <b>precautions that reduce the risk to an acceptable level.</b> Include precautions already in place, and those that need to be put in place.</p>	<p>Remaining issues</p> <p>Despite all the precautions are there issues that remain?</p>	<p><u>Responsibility /Notes</u></p> <p>State <b>who is responsible</b> for checking that the precautions are in place.</p>	<p><b>New/changed risk identified:</b></p> <p><b>Date and initial in this column</b></p>
<p><b>1. System of Controls</b></p> <p><i>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or</i></p>	<p><b>Prevention measures to be</b></p>	<p>Ensure everyone is aware and follows the 5 points of system control</p>	<p>Students who are hyper sensitive to hand washing products – Use anti bacterial wipes</p>		<p><b>JP 6.7.2020</b></p> <p><b>06.07 GA</b></p>

<b><u>Risk</u></b>	<b><u>Precautions</u></b>	Remaining issues	<b><u>Responsibility /Notes</u></b>	<b>New/changed risk identified:</b>	
<p><i>who have someone in their household who does, do not attend the setting.</i></p> <p>2. <i>Clean hands thoroughly more often than usual.</i></p> <p>3. <i>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</i></p> <p>4. <i>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</i></p>	<b>in place all the time</b>	<p>Bullet point 5 points</p> <p>Hand washing posters and Catch it Posters in all areas used by children to promote and reinforce good hygiene practice</p> <p>Handwashing posters displayed in reception area and all staff and visitor cloakrooms</p>	Student anxieties – Use trauma informed approaches		
<b>2. Hygiene</b>	<b>Hand Washing</b> Important as part of infection control.	<p>Students and staff wash hands at least every hour – changes of activity, breaks, etc. “Annex C” posters to be displayed in every room.</p> <p>Lidded bins to be available in classrooms</p> <p>CH. Open recommissioned toilet in school block. Secure boot room to make available for handwashing throughout day.</p> <p><b>Soft toys</b> and any other unnecessary items likely to carry germs to be removed from classrooms.</p>	<p>Time table handwashing?</p> <p>Start or finish all lessons/activities with hand washing. “link to Key article”</p> <p>Students who need soft fabric comfort toys, etc. to leave them in valuables during day.</p> <p>Use of pocket tokens recommended. Other measures to be discussed with parents and carers</p>	<p>Additional hand washing at Priory outside new toilets</p> <p>Suggest schools have a table outside with a bowl or two</p>	<b>06.07 GA</b>
<b>3. Student underlying medical/health/conditions</b>	Underlying health need cause COVID-19	Only paediatricians or specialist consultant can advise about	Ensure welfare checks continue for anyone remaining at home.	KS leads	

<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>
	to be more likely to cause harm/death	medically vulnerable students attending.	Remote learning to be offered which follows school learning programmes		
<b>4. Staff underlying health conditions</b>	Underlying health need cause COVID-19 to be more likely to cause harm/death	Shielding is due to end 1 <sup>st</sup> August for most groups of vulnerability.	Staff welfare checks to continue as currently for anyone remaining at home	EMT	<b>Staff to consult own medical specialist for advice</b>
<b>5. Staff availability</b> <b>6. <a href="#">DfE guidance- click here</a></b> 7. <i>Clinically vulnerable staff</i> 8. <i>Staff who are ill should stay at home</i> 9. <i>Staff who are contacted through “track and trace” should stay at home</i>	Shielding ends 1 <sup>st</sup> August 2020 Guidance states that implementation of control measures will allow most staff to return to the workplace. Currently Unions have not commented on plans	Staff to seek own medical advice if they have been shielding.  If ill follow usual procedures for reporting, also get tested and engage with track and trace  Risk that Unions will stop staff attending.		EMT SLT HR TLG Board	<b>06.07 GA</b>
<b>10. Transport to school</b>	Difficult to manage social distancing on school transport. Transport can't work to class bubbles due to the geography	Guidance received August 2020, where possible students to wear face coverings on transport. Priory conducted survey and letter to parents 26-08-2020.	Storage of facemasks at school needs to be in individual bags. Staff handling student face masks or assisting them to put on should wear gloves and was their hands before and afterwards.	<b>CEO/Suffolk CC</b>	<b>06.07 GA 26-8 LC</b>

<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>
	the school population. CH Additional transport required for residential students unable to board all week due to control measures in residence.	SLA to use different entrances as per taxi pickups			
<p><b>11. Distancing – classrooms</b></p> <p><i>Minimise contact between individuals and maintain distancing wherever possible.</i></p>	<p>Return to normal group size, staff to consider layout, maybe students at ends of tables</p> <p>Essentially each school is a bubble, we can reduce movement between classes, etc. but we are unlikely to keep to strict bubbles rules.</p> <p>CH – each class to function as a bubble as much as possible.</p>	<p>Consider reducing changes in room/ group for example instead of going to registration then onto a lesson, registration is completed in the lesson.</p> <p>1. Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</p> <p>2. Educational and care support should be provided for these children and young people as normal, with other increased hygiene protocols in place to</p>	<p>Difficult for staff and students to stay together all day.</p> <p>Where possible staff to move rather than students.</p> <p>Each school to be regarded as a large Bubble as things like transport cant work on class bubbles</p>	<p><b>All student facing staff</b></p>	<p><b>06.07 GA</b></p>

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		<p>minimise risk of transmission.</p> <p>3. When staff, children or young people cannot maintain distancing, the risk can also be reduced by keeping pupils and students in the smaller, class-sized groups described above.</p> <p>4. Settings should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>			
<p><b>12. Distancing – corridors</b></p> <p><i>Minimise contact between individuals and maintain distancing wherever possible.</i></p> <p><b>Large Gatherings</b></p>	<p>All corridors not wide enough for 2m distancing</p>	<p>One way system in place, “traffic” lights, staggered breaks and lessons (timetable management), etc. to reduce congestion times</p> <p>Markings on floors to help</p>	<p>Difficult for students to follow these rules</p> <p>Inclement weather, impact on cleaning or on changes to routine</p>	<p><b>All student facing staff</b></p>	

<b><u>Risk</u></b>		<b><u>Precautions</u></b>	Remaining issues	<b><u>Responsibility /Notes</u></b>	<b>New/changed risk identified:</b>
		<b>No Assemblies, consider Teams broadcast to classrooms. Or outside to increase distancing</b>			
<p><b>13. Distancing – arrival at school</b></p> <ol style="list-style-type: none"> <li>1. If travel patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time.</li> <li>2. Settings should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the gates and otherwise coming onto the site without an appointment is not allowed.</li> <li>3. Settings should also have a process for removing face coverings when pupils, students and staff who use them arrive at the setting and communicate it clearly to them.</li> <li>4. Pupils and students must be instructed not to touch the front of their face covering during use or when removing them and must wash their hands immediately on arrival.</li> <li>5. Pupils and students must dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom</li> </ol>	Don't want "bunching" of students on arrival at school	<p>Arrival and departure "windows"</p> <p>Arrival 8.45-9.45</p> <p>Departure 2.30-3(3.30)</p> <p>Parents stay in car</p> <p>Staggered arrival and departures planned with families and transport</p> <p>Students remain in teaching spaces – staff to move as necessary</p> <p>Specialist teaching spaces used for older students only to support distancing possibilities</p>	<p>Not sure how possible this is with transport</p> <p>Marshalling and control of end of the day – use of radios, etc.</p> <p>Geographical issues – Variety of children across year groups arriving. Impact on teaching and learning. Child care provision until all students arrive?</p> <p>Working with transport to stagger arrival times</p>	<b>All staff</b>	<b>6.7.20 JP</b>
<b>14. Distancing – break times</b>	Don't want too many in place spaces at any one time	Stagger, play times, use a wider variety of play spaces outside, making use of the field.	Needs very careful planning	<b>All staff</b>	

<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>
		Mark fields and playground into Zones for play times.			
<b>15. Curriculum/ school offer</b>	Return to curriculum learning. Recovery curriculum practices in place ensured through information and training with all staff including emphasis on EHCP objectives, ILP targets which can be flexibly managed and responsive to individual need	Recovery curriculum practices in place ensured through information and training with all staff including emphasis on EHCP objectives, ILP targets which can be flexibly managed and responsive to individual need Prioritise key areas of missed learning, rather than remove subjects. CH: Move to primary style model to minimise transitions and support emotional development in secure environment.		<b>TLG SLT</b>	<b>06.07.GA</b>
<b>16. Phased transition</b>	All SEND students returning too quickly at the same time is likely to a) compromise secure embedding of control measures and expectations; b) limit capacity to	All students to be back by end start of second full week. Monday 14 <sup>th</sup> September (CH 21 <sup>st</sup> for all in at same time)			<b>06.07 GA</b>



<b><u>Risk</u></b>		<b><u>Precautions</u></b>	Remaining issues	<b><u>Responsibility /Notes</u></b>	<b>New/changed risk identified:</b>
	support students' social and emotional challenges and behavioural needs; c) build staff confidence.				
<p><b>17. Educational Visits</b></p> <p><i>The department continues to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</i></p> <p><i>In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits</i></p>		Until advice changes no overnight visits will take place – either domestic or overseas	Any visit must include Covid-19 as part of risk assessment and measures taken. (copies of destination RBA etc)		
<b>18. Music lessons</b>	Instruments difficult to clean properly.	Wind instruments not to be used. Staff using musical instruments to write a	Need further guidance regarding wind instruments	<b>Music teachers</b>	<b>6.7.20 JP</b> <b>06.07.SP</b>

<b><u>Risk</u></b>		<b><u>Precautions</u></b>	Remaining issues	<b><u>Responsibility /Notes</u></b>	<b>New/changed risk identified:</b>
		cleaning risk assessment and procedure. <b>Singing see additional RBA</b>	County Music service guidance?		
<b>19. PE and Sports Lessons</b>		Outdoor sports will be prioritised where possible. Gym can be used with good ventilation to support distancing No contact sport taught until further notice Students should be kept in consistent groups Sports equipment thoroughly cleaned between each use by different individual groups	External coaches can be used where information and advice has been shared Use of swimming pools, etc. to be confirmed through local organisation and authorities  CH: Classes to have their own dedicated PE equipment, cleaned thoroughly after use.		<b>6.7.20 JP</b>
<b>20. Cleaning</b>	Important that all areas used are cleaned at least daily with toilets and other touch areas being cleaned more often	Box of cleaning materials available for each teaching room – all staff to engage in hygiene routines where practicable  Caretaking and cleaning staff engage in enhanced cleaning routines including monitoring system of recording practices	Work load for staff  Availability of cleaning team - PRI adjusted hours  Need to inform cleaning team of expectations asap so they can think about how to cover this, esp toilets throughout the day.	<b>Cleaning teams SLT All student facing staff</b>	<b>6.7.20 JP 06.07.SP</b>

<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>
<b>21. PPE</b>	26-8-2020 guidance changed on face coverings	<p>PPE to be available for anyone who would like to wear.</p> <p>All staff and students are allowed to wear a face covering if they would like to.</p>	<p><i>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review</i></p> <p><i>Reiterate Trust strategy to Site teams responsible for ordering PPE so stockpiling doesn't occur</i></p>	<p><b>All staff, HOS/HT/Premises for ordering ppe.</b></p> <p><b>Teaching students how to wear a face covering</b>  <a href="https://www.youtube.com/watch?v=ciUniZGD4tY">https://www.youtube.com/watch?v=ciUniZGD4tY</a></p>	<p><b>06.07.20 SP</b></p> <p><b>26-8- LC</b></p>
<b>22. Food- distancing</b>	Dining room is a risk.	<p>Lunchtime rotation. Important for children to be offered cooked meal if possible. Staff to collect food from hatch or Students bring packed lunch or kitchens make packed lunch. Students to eat in classrooms or outside</p> <p>Food serving hatches to be covered with clear polythene covers.</p>	<p>Cleaning areas between each sitting by who – responsibility of STA/Catering staff</p> <p>Management of staff availability for supervision of lunch breaks</p> <p>Teaching staff cannot be asked to cover lunch time provision – Union agreement, but can volunteer</p>	<b>HoS, all staff on lunch duty</b>	<p><b>6.7.20 JP</b></p> <p><b>06.07.20 SP</b></p> <p><b>06.07 GA</b></p> <p><b>26-08 LC</b></p>
<b>23. Staff room</b>	Risk of not maintain social distancing	<p><b>Remove chairs from staff rooms</b></p> <p>Each staff room to have agreed number of maximum staff.</p> <p>Priory - outside areas to be used</p>	Could pitch “party” tents to create additional staffroom space.	<b>All staff</b>	<p><b>6.7.20 JP</b></p> <p><b>07.07 GA</b></p>

<b><u>Risk</u></b>		<b><u>Precautions</u></b>	Remaining issues	<b><u>Responsibility /Notes</u></b>	<b>New/changed risk identified:</b>
		SLA and CH designate additional space as staff room Priory Make conf room additional staff room CH: Staff to follow strict handwashing and hygiene procedures when using drink-making facilities in kitchen.	Don't want to see increase in kettles around site Cups must have lids if moving around site.		
<b>24. Residence</b>	Following phased reopening of Priory Residence July 2020,	Priory Residence open to 6 students per night. CH to open for 3 students per night, adhering to coronavirus risk assessment for residence. This follows Suffolk public health guidance about use of dormitories and shared bathrooms.	1-2 students cannot attend school without residence	<b>CEO- GL/MT/GA Board</b>	<b>GA 06.07</b>
<b>25. First Aid cover</b>	Must be a First Aid trained staff member on site when students accessing	Team rotas to include first aid trained staff CH All student-facing staff first aid trained.  Usual levels of practice	Availability first aid trained staff -	HOS/HT	
<b>26. Safeguarding DSL on every site</b>	Must be DSL trained staff member on site when children accessing	Team rotas to include DSL member  Usual levels of practice	Availability of trained DSL, especially if ill.	HOS/HT/GL	
<b>27. Senior leadership on every site</b>	Two members of SLT on site during all	Team rotas to include SLT members	SLT staff available at all times. Impact if one or	CEO	

<u>Risk</u>	<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>	
	student access (1 at CH)	SLT staff available on site at all times (Priory/SLA/CH)  Usual levels of practice	both are unable to come to site		
<b>28. Illness</b>	Staff or students showing symptoms of covid-19, coughing, sneezing, temperature.	Move to safe room. Priory – Meeting room SL – Designated room No.X CH - Meeting room Staff supporting must be in full PPE. These rooms should well ventilated and be labelled as isolation room. PPE bags should be available to take to staff if they need to move anyone.  Parents to be called to transport home. <b><u>Follow PHE guidelines</u></b>	Separate RBA needed if parents unable to transport.	HOS/HT	
<b>29. Testing</b>	Testing available to all over age of 5 if symptomatic	Make sure that staff know they can apply for test and that leadership can also support booking this.  Testing kits for each school are on their way.	Test, track, trace system not ready yet. Will need updating on T&T rollout	All staff / HR	

<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>
<b>30. Confirmed case from testing</b>	Track and trace within school population.	Work with Public Health. Encourage all staff to use the APP when available	Track and trace not currently in place	CEO	
<b>31. Fire</b>	Students and staff maybe in different parts of the building to normal and may not have been on site for 9 weeks.	Staff to remind students on 1 <sup>st</sup> day back about escape routes. Fire drill to take place within a few days. Repeated as additional students return to school site  Usual levels of practice	Social distancing at muster points.	HOS/HT	
<b>32. Registers and other admin</b>	Need accurate registers of those on site.  <b>All children and staff temperature checked and recorded on arrival and departure.</b>	Admin teams need to return to “normal” hours. Temperatures recorded to spot existing patterns	Rota staff to greet arrival and complete checks  In the guidance doc PHE says temperature taking isn’t recommended as it’s an unreliable method for identifying Covid Do we need to make sure we aren’t breaking any privacy rules / regulations following this statement?	Admin teams	6.7.20 JP  06.07.20 SP
<b>33. Office staff protection measures</b>	Potential volume of visitors	Access to admin areas to be reduced. Screens fitted at Admin hatches	Still waiting on screens	CEO	06.07.20 SP

<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>
<b>34. Other staff protection measures</b>	All staff Trust/School site guidance.	Staff changing areas allocated and staff made aware. Staff encouraged to wash clothes as soon as possible each day and shower as soon as arrive home.		All staff	
<b>35. Building Health and Safety Checks</b>	As all schools have been open checks have continued as normal	Checks to continue as normal		HOS/HT/ Premises team	
<b>36. Visitors to site Peripatetic teachers and health services.</b>		To be limited as much as possible. Ensure any visitors declare that they don't have symptoms and agree to follow systems and procedures. CH All visitors to be shown to reception cloakroom to wash hands on arrival and departure.  They will informed about the need to rigorous hand washing and respiratory hygiene practices. (by office staff?)  Availability of therapy spaces and meeting rooms.	Information available for regular visitors and familiarisation with practices and physical routines.  Acknowledgement of practices informing Caretaking Teams about use of occasional rooms, etc.  Ensure office staff are informed that it is their responsibility to remind all visitors of new hygiene practices	HOS/HT	06.07.20 SP

<b>Risk</b>		<b>Precautions</b>	Remaining issues	<b>Responsibility /Notes</b>	<b>New/changed risk identified:</b>
<b>37. Outreach service</b>  1. <i>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</i> 2. <i>Supply teachers, peripatetic teachers or other temporary staff can move between settings.</i>	Assessments  Consultations, staff training etc	Where student assessments cannot be completed remotely and where visiting schools allow visits these should take place. Where possible these should take place remotely Teams/Phone	Outreach staff to carry own PPE (gloves, masks, gel)		
<b>38. Preparing for Local lockdown in case needed</b>  <a href="https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings">https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings</a>		Remote learning using teams SLT/EMT to organise teams and track implementation/impact  Staff training using Teams to teach.			6.7.20 JP
<b>39. Online safety</b>		All students to be supported with online safety/acceptable use understanding Families/Carers provided with acceptable use/expectations information All staff to complete educate Online safety programme (Educare)	Any online safety issues reported to DSL via CPOMS  All communications with students/families/carers to be recorded on Arbor	All staff DSL Trust safeguarding officer	6.7.20 JP
<b>40. Personal safety</b>		All students to be supported to understand how to keep themselves safe within home and community settings	Any concerns reported to DSL via CPOMS	All staff DSL Trust safeguarding officer	6.7.20



<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>
		All staff to complete Online Child Protection Programme (Educare)			
<b>41. Mobile Phones</b>	Students  Staff	Ensure all phones switched off.  Will need update once Track and Trace available			
<b>42. PD Days to be updated following advice from Public health</b>	Large gatherings of staff and keeping distance	Use of Teams for Trust day rather than large gathering More information to follow			
<b>43. Use of student IT equipment (inc ICT rooms)</b>	Common use of equipment like mouse and keyboard	Students to use Antibac before and after use.			
<b>44. Use of Art room</b>	Common use of equipment	Students to use Antibac before and after use.	Individual use of Aprons		
<b>45. Food tech and cooking</b>	Use of common equipment	Students to have their own equipment, no pair work No sharing of saucepans/frying pans etc Use additional trays in the oven to avoid spillage and contamination Tables moved to avoid face to face working when at the stations	each class would also need to be risk assessed individually could also split the class to only half work on the practical and the others on the theory.		

<b><u>Risk</u></b>		<b><u>Precautions</u></b>	Remaining issues	<b><u>Responsibility /Notes</u></b>	<b>New/changed risk identified:</b>
		Oven gloves and dish clothes to be single use only A full clean prior to next group ingredients to be weighed by teacher to avoid contamination			
<b>46. Antibac abuse</b>	Students liking antibac of hands	COSHH information			
<b>47. Student water bottles</b>		Water fountains sealed off.	Priory – Water tap SL - Large water bottles to fill from in the classes		
<b>48. Student Personal equipment</b>	Pencil case etc	Pencil case can come into school but should stay in school rather than going home.			
<b>49. After school activities</b>	Explorers and Cubs	Follow scout guidance. Separate RA to go to scouts. Consider starting after ½ term if appropriate.	Continue with online activities.		
<b>50. Parent events</b>	Transition / Moving into adulthood evenings	To be completed remotely			
<b>51. Other e.g. could include on-line safety/sexualised behaviours/prejudice related/taking items that don't belong to them</b>					

<b>Risk</b>	<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<b>New/changed risk identified:</b>
•				
<b>Review:</b> Record here any additional safety issues that arise during the activity and any safety concerns raised by staff or participants.				

Documents used to inform this:

- <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>
- Chartered college of teaching - The potential implications of school closures for teachers and students page 33 onwards
- Preparing for the wider opening of schools from 1 June [https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june?utm\\_source=91737d92-b868-4b52-a314-d1bd0fa76ba5&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june?utm_source=91737d92-b868-4b52-a314-d1bd0fa76ba5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- DfE planning framework: <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>
- NEU checklist
- Unison checklist