

Department: All	Service: Education	Reference: MCHS-DLA summary 1.0
Activity: General safety around the school		Site: ALL
People at Risk: ALL Latest Government Guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings		Additional Information: many of these hazards have further specific risk assessments which give more details on the aspect being addressed
Name of Person Completing Form: MDA	Job Title: H&S	Date: 29/05/20
		Review Date: 21/06/20

Hazard	Risk	Initial Rating L, M, H	Existing Control Measures	Final Rating L, M, H	Additional Action Required (action by whom and completion date – use separate Action Plan if necessary)
Ensure staff are fit and well to work DLA 1	Potential for spread of COVID-19 between persons at school.	H	<p>See current guidance for advice on who is in the clinically extremely vulnerable and clinically vulnerable groups https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Treat everyone in the workplace equally</p> <p>Staff should not attend work if they are self-isolating including any member of their household.</p> <p>Staff should following the latest Public Health England (PHE) guidance.</p> <p>Staff should work from home if they can do so.</p> <p>Staff should self-isolate if they start showing symptoms of COVID-19 including any members of their household.</p> <p>Staff should be asked on arrival each working day if they are fit and well.</p> <p>Risks to Black staff has been assessed when planning rotas The needs of staff with childcare or other caring needs, will be taken into account</p> <p>There will always be a head/deputy/Lead SLT, first aider, Designated Safeguarding Lead (DSL), SENCO, caretaker and sufficient cleaning staff on duty at all times - Given an assurance that non cleaning staff will not be expected to undertake cleaning work.</p> <p>Arrangements are in place for safe induction of new staff during this period</p>	L	

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			<p>School to monitor workload at this time to ensure a reasonable work/life balance for staff</p> <ul style="list-style-type: none"> • school recognise its duties under health and safety law to protect the mental as well as physical health of staff • plans are in place to ensure that this duty is applied • counselling services are available for staff and pupils who may need support 		
Staff familiar with changes DLA 1	Potential for spread of COVID-19 between persons at	H	<p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</p> <p>Guidance and training be provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins</p> <p>Office staff trained in revised safe working arrangements and are they satisfied that their working environment is safe</p> <p>Screens been fitted to protect them where necessary</p> <p>if any member of staff wishes to wear a face covering, they will not be prevented from doing so</p>	L	
Class group organisation DLA 2	Potential for spread of COVID-19 between persons at school.	H	<p>Class and group sizes</p> <p>Limit class and group sizes to no more than 10 and 1 teacher (and if needed 1 teaching assistant).</p> <p>Organise classrooms and other learning environments maintaining space between seats and desks where possible.</p> <p>Keep cohorts together where possible and:</p> <p>Ensure children and young people always stay in the same groups on each day and do not mix on subsequent days.</p> <p>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</p>	L	

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			<p>days.</p> <p>Where possible ensure that the same teachers and other staff are assigned to the same groups during the day and on subsequent days.</p> <p>Ensure that 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, recognising for secondary and college settings there will be some subject specialist rotation of staff.</p> <p>Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</p> <p>Ensure maximum numbers are adhered to.</p> <p>Minimise contact between groups.</p> <p>Ensure students are only in school when they need to be.</p> <p>See RA on classrooms</p>		
<p>Organise classrooms and other learning spaces DLA 2</p>	<p>Potential for spread of COVID-19 between persons at school.</p>	<p><i>H</i></p>	<p>Organise classrooms and other learning spaces</p> <p>Move furniture and desks to enable social distancing between pupils. Ensure the same principle is applied to teachers' desks.</p> <p>Floor markings can be used as well to define transit routes or no-go spaces in classrooms.</p> <p>Remove any unnecessary items including soft furnishings and other items that are hard to clean.</p> <p>Consider allocating students a desk so they use the same desk if they are in on consecutive days.</p> <p>All spaces should be well ventilated using windows etc where possible.</p> <p>Each classroom be provided with gloves and disinfectant spray in case a student coughs or sneezes on a piece of equipment</p> <p>Having these materials in each classroom will allow staff to sanitise as they see fit during the school day.</p> <p>See classroom RA for further information and guidance</p>	<p><i>L</i></p>	
<p>curriculum provision DLA 2</p>	<p>Potential for spread of COVID-19 between persons at school.</p>	<p><i>m</i></p>	<p>Stagger drop-off and collection times</p> <p>Decide which lessons or activities will be delivered and those that cannot safely be delivered. This might include some practical or physical activities.</p> <p>Decide which lessons or activities will be delivered.</p> <p>Consider which lessons or activities can take place outdoors where social distancing is easier and the risk of transmission reduced</p>	<p><i>L</i></p>	

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			<p>Consider which lessons or classroom activities could take place outdoors It will not be safe to mark students' books during this period. Clear instruction be given about how marking should take place</p>		
<p>Movement around the school <i>DLA 2&4</i></p>	<p>Potential for spread of COVID-19 between persons at school.</p>	<p><i>H</i></p>	<p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building. Use the timetable to and selection of classrooms to reduce movement around the school as much as possible. Consider if teachers move rather than pupils ensuring that contact between different groups is minimised. Stagger assembly times and consider if they are even necessary. Stagger assembly groups. Stagger start and finish times. Stagger break times (including lunch), so that all children are not moving around the school at the same time. Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time. Stagger break and lunch times. Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms Use one-way systems where possible. Walk on the LHS on stairs Consider pupils needing additional assistance around the school Consider if dividers can be placed in corridors where two-way travel is necessary. Prioritise use of classrooms where external doors are present so entry / exit can be made from outside rather internal corridors. Use floor or wall markings to highlight social distancing. If students need to queue to get into a classroom mark out clear waiting areas with 2 metre spacing. Pupils may need to enter classrooms one at a time as directed by staff. Ensure that toilet facilities do not become crowded by limiting the numbers allowed to use at any one time. Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time.</p>	<p><i>L</i></p>	

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			Parents be advised that the school cannot guarantee to be able to keep their children socially distant, with support for parents to assess the risks to themselves and other family members of sending their child to school		
Shared spaces e.g. assembly and dining halls Staffrooms, offices DLA 2, 3 & 4	Potential for spread of COVID-19 between persons at school.	<i>H</i>	<p>Shared spaces e.g. assembly and dining halls Use halls, dining areas and sports facilities at half capacity. If class groups need to use the space at the same time ensure the groups do not mix and do not play sports or games together. Adequate cleaning will need to take place between groups using the shared spaces including wiping down of tables between each group. See further guidance on the use of dining rooms risk assessment Stagger the use of staff rooms, work rooms and offices to maintain social distancing.</p> <ul style="list-style-type: none"> Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance Stagger the use of staff rooms and offices to limit occupancy <p>See further guidance on the use of staffrooms and offices risk assessments</p>	<i>L</i>	
Outside spaces DLA 3 & 4	Potential for spread of COVID-19 between persons at school.	<i>M</i>	<p>Outside spaces Should be used for exercise and breaks where possible separate spaces provided in wet weather at break and lunchtimes Outdoor education can limit transmission and allow easier distancing between children and staff Outdoor equipment should not be used unless it can be ensured that appropriate cleaning takes place, groups do not use it at the same time and there is cleaning in between groups using the equipment. Although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p>	<i>L</i>	

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Shared resources DLA 3	Potential for spread of COVID-19 between persons at school.	<i>H</i>	<p>Shared resources Limit what shared resources are required and, particularly any that are taken home. Cleaning will be needed after each use where shared resources are used by different groups. Practical lessons can go ahead only if equipment is cleaned between used and the classroom / space is cleaned between different groups using them. Although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</p> <p>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff.</p> <p>Seek to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently.</p> <p>See further guidance in classroom risk assessment</p>	<i>L</i>	
Getting to school and drop off / pick up DLA 3&4	Potential for spread of COVID-19 between persons at school.	<i>H</i>	<p>Encourage people to walk or cycle to school where possible Highlight government advice on safe travel to parents and carers. Where school transport is provided ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. Seek a copy of their risk assessment and operating plan.</p> <p>Adjust transport arrangements where necessary including: Encouraging parents, children, and young people to walk or cycle to their education setting where possible. Making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel. Ensuring that transport arrangements cater for any changes to start and finish times. Communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</p> <p>Making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus. Making sure transport providers, as far as possible, follow hygiene rules and try</p>	<i>L</i>	

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			<p>to keep distance from their passengers. Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example, when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts. See Risk assessment on driving into school and deliveries Plan parents' drop-off and pick-up protocols that minimise adult-to-adult contact. Stagger start and finish times to limit numbers at any one time. Mark drop and pick up areas including with social distancing markers. Different areas may be needed for different classes and groups. Reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers</p>		
<p>Maintaining social distancing where practicable - parent / visitor information DLA2&4</p>	<p>Potential for spread of COVID-19 between persons at school.</p>	<p>H</p>	<p>Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)</p> <p>Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.</p> <p>Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult-to-adult contact (for example, which entrance to use).</p> <p>Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</p> <p>Also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p> <p>Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers</p>	<p>L</p>	

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			clear guidelines on entry about the procedures in place for essential visitors from external agencies visiting students (eg educational psychologists, CAMHS, behavioural support, advisory teachers etc)		
Behaviour and support of pupils DLA 4	Potential for spread of COVID-19 between persons at school. Mental health problems	H	<p>Individual student risk assessments to be in place for all students who exhibit anti-social behaviour, eg biting, before a decision is made about admitting them under the new arrangements</p> <p>compassionate and proportionate behaviour policies that protect health and safety, while also supporting students who may exhibit problematic behaviours as a response to trauma they may have experienced during lockdown, will be in place by the time wider opening begins</p> <p>Measures are in place to protect staff and pupils who may at times need to use physical interventions (in alternative provision (AP) and mainstream) to protect pupils from harming themselves or others (They will clearly not be able to socially distance when doing this)</p> <p>Supporting pupils and staff:</p> <ul style="list-style-type: none"> • guidance will be given to staff on how to support children • pastoral support services will be available • school recognise its duties under health and safety law to protect the mental as well as physical health of staff • plans are in place to ensure that this duty is applied • counselling services are available for staff and pupils who may need support 		
First aid and care provision DLA 3	Potential for spread of COVID-19 between persons at school.	H	<p>First aid and care provision</p> <p>See risk assessment on first aid for more details and guidance</p> <p>The school will maintain suitable first aid and where needed paediatric first aid cover.</p> <p>Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid e.g. limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields.</p>	L	

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			<p>All first aid equipment will always be accessible.</p> <p>Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</p>		
<p>First aid and care provision – if pupil becomes unwell with symptoms of coronavirus DLA 3</p>	<p>Potential for spread of COVID-19 between persons at school.</p>	<p>H</p>	<p>Suspected case of coronavirus in school</p> <p>Rooms in use by potential person with symptoms must be clearly labelled as no entry at all times until after the room has been thoroughly cleaned once the pupil has left</p> <p>If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow government guidance.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, with appropriate adult supervision if required.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</p> <p>If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>All incidents must be recorded as per the school's normal arrangements. – SHE assure.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive.</p> <p>They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk See risk assessment on looking after an unwell child with covid symptoms for further guidance and details</p>	<p>L</p>	

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Confirmed case of coronavirus in school DLA 3	Potential for spread of COVID-19 between persons at school.	<i>H</i>	<p>Confirmed case of coronavirus in school</p> <p>When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days.</p> <p>All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.</p> <p>Where a child, young person, or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-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.</p> <p>See risk assessment on looking after an unwell child with covid symptoms for further guidance and details</p>	<i>m</i>	
Contamination of commonly used areas, including door handles, IT equipment and equipment used by multiple persons. DLA 3	Potential for spread of COVID-19 between persons at school.	<i>H</i>	<p>Cleaning and hygiene control</p> <p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments, including entrances to schools</p> <p>Ensure that all adults and children:</p> <ul style="list-style-type: none"> • frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning • clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing. • are 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'). <p>Systems in place to ensure continuity of supply of soap and sanitiser</p> <ul style="list-style-type: none"> • ensure that children and staff arriving can safely queue up, at 2-metre distance from each other, to access the sanitiser on arrival 	<i>L</i>	

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			<p>Each classroom be provided with gloves and disinfectant spray in case a student coughs or sneezes on a piece of equipment Having these materials in each classroom will allow staff to sanitise as they see fit during the school day. Information on measures in place will be provided at reception and key entry points. All staff will be briefed weekly as a minimum on expected hygiene standards. All staff instructed to actively monitor to ensure all colleagues are adhering to principles of good hygiene. Sufficient quantities of cleaning supplies and hand soap to be maintained.</p> <p>Get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed.</p> <p>More frequent wipe down of high passage area door handles, including main entrance doors and commonly used doors. Ensure that bins are emptied throughout the day. Ensure that bins for tissues are emptied throughout the day. Daily cleaning in place to provide disinfection of all handles and commonly used surfaces.</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>(NOT FIRE DOORS)</p> <p>IT equipment to be used by one person as a designated workstation where possible and cleaned (wiped down) pre use and at the end of the day. Alcohol based hand sanitiser should be considered for practical sessions where hand washing will be required before and after if sufficient facilities are not available.</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p> <p>There is no need for anything other than normal personal hygiene and washing</p>		

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			<p>of clothes following a day in an educational or childcare setting.</p> <p>See risk assessment on cleaning procedures in school See risk assessment for contractors</p>		
<p>Infection Protection & Control (from direct & indirect transmission)</p> <p>DLA 3</p>	<p>Potential for spread of COVID-19 between persons at school.</p>	H	<p>Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges.</p> <p>Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</p> <p>Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p> <p>Cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)</p>	L	
<p>Contamination of food products and packaging from supply chain or from food preparation on site.</p>	<p>Potential for spread of COVID-19 between persons at school.</p>	H	<p>Catering provision</p> <p>Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines</p> <p>Ensure that catering providers are aware of any changes to lunch times and operating practices you have made.</p> <p>Catering staff involved in discussions about how meals will be served and are there sufficient catering and lunchtime supervision staff to ensure that children can safely eat their lunch</p> <p>Students told to bring water bottles</p> <p>See risk assessment from contractors</p>	L	
<p>Emergencies</p>	<p>Potential for spread of</p>	H	<p>Emergencies</p> <p>Consider if any changes are required to emergency evacuation procedures</p>	L	

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	COVID-19		<p>because of any other changes made to provision in school e.g. reduced staff, fire wardens covering different areas, managing assembly areas etc. A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements.</p> <p>Other emergency procedures e.g. lockdown should be reviewed as required.</p> <p>procedure to close the school or college at short notice if staffing levels fall to levels where safety cannot be assured</p>		
<p>Health and safety Maintenance and inspection</p> <p>DLA 5</p>	<p>Injury or illness or accident or fire risk</p>	<p>H</p>	<p>Maintenance and inspection</p> <p>Before school reopens: Ensure all little used water outlets are flushed through. Check and test all fire protective systems Check and test all relevant safety critical devices Carry out a visual site inspection to identify any issues that may need remedying</p> <p>Where pieces of equipment or machinery, such as lifts, fume cupboards etc require thorough examination or testing (TE&T) they must all be within their testing cycle. If this has elapsed then these item(s) cannot be used until they have passed the required tests. Their use will therefore need to be postponed until testing has taken place.</p> <p>see risk assessments on maintenance of schools</p> <p>Ensure all health and safety compliance checks have been undertaken before opening to include all statutory testing (see below) and all local site checks.</p> <ul style="list-style-type: none"> • Fire safety systems & Risk Assessment • Gas services • Electrical services • Asbestos services • Hot & cold water services (legionella) • Lifting equipment (Inc. platform and passenger lifts where appropriate) • Pressure vessels and systems. • Security <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.L</p>	<p>L</p>	

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Staff working remotely	DSE problems	M	<p>Staff working remotely All staff working remotely to undertake DSE assessment and home working checklist. All staff provided guidance on setting up a safe and suitable work area, given the relative short duration and exceptional circumstances associated with the school closure. E-learning courses can be carried out to supplement guidance as required. Ensure regular communication with staff working remotely. For further guidance see Risk assessment on remote learning and DSE</p>		

Important notice:

This Risk assessment should be read and implemented in conjunction with latest *advice from the Government. It is intended as a guide to schools to safely consider all the risks and implement protective measures. Furthermore, the government guidance (see below) contains a useful additional questions section, which may help answer some of your queries.

* <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>