

# Risk Assessment: School operation during June/ July 2020: response to Coronavirus (COVID-19). Issue 2 incorporating government guidance to 18/05/20



The Delegated Services approach to, as simply as possible, completing our standard or routine risk assessment format is found on the **final page** on this format.

Please note how the Harm, (yellow) and Likelihood, (blue) colour coded choices relate to the relevant columns that appear below in Section 2, as you start to capture the detail from your thinking.

## Section 1

<b>MAT/Establishment/Section/Team:</b> <b>St. John's CE Primary School</b>	<b>Date of Assessment:</b> <b>25.5.2020</b>	<b>Review date:</b> <b>After week 1 of implementation</b> (Complete once the action plan section below is addressed)										
<b>Assessed by:</b> Please note all those involved should sign up to this assessment. Print below: <table border="0"> <tr> <td><b>NAME:</b></td> <td><b>DATE:</b></td> </tr> <tr> <td>1. Justin Hoye</td> <td>25.5.20</td> </tr> <tr> <td>2. FGB</td> <td>26.5.20</td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>etc</td> <td></td> </tr> </table>	<b>NAME:</b>	<b>DATE:</b>	1. Justin Hoye	25.5.20	2. FGB	26.5.20	3.		etc		<b>Staff signatures:</b> 1. See separate attestation document 2. 3. etc <b>I/We have read and understood this RA and our role in its implementation.</b>	
<b>NAME:</b>	<b>DATE:</b>											
1. Justin Hoye	25.5.20											
2. FGB	26.5.20											
3.												
etc												

## BACKGROUND AND CONTEXT:

From Monday 1 June 2020 (at the earliest) schools are expected to reopen for pupils in the Nursery, Reception, Year 1 and Year 6 age groups. Secondary schools are asked to offer some face to face support to supplement the remote education of pupils in Years 10 and 12. Special schools will work towards a phased return of more pupils without a focus on specific year groups. This will be in addition to the existing full-time provision already in place for priority groups. Numbers accessing this provision are likely to increase as more parents and carers return to work.

This model risk assessment has been developed to support schools in:

1. Implementing government guidance for the reopening of schools first issued on 11 May:

[https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings?utm\\_source=0e6da19a-f422-4893-af47-770e78e58269&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings?utm_source=0e6da19a-f422-4893-af47-770e78e58269&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)

2. Continuing to provide provision for vulnerable children and other children who are still working at home
3. Facilitating home working for staff

The risk assessment will be reviewed in response to updates to government guidance and any examples of shared 'best practice' that we receive. Schools must adapt this risk assessment in consultation with relevant partners including trade union representatives where available.

In line with government guidance to other businesses that are advised to go back to work, we recommend that once complete, this risk assessment is made publicly available to those who wish to see it. The same guidance also provides those employers with a downloadable notice they should display to show people they have followed the guidance. We suggest you use it too. It should be tailored for outward and inward facing 'audiences'.

<https://mail.google.com/mail/u/0/?tab=rm0#inbox/FMfcgxwHNMZTbVpxnwzhbjRTNhHdvrR?projector=1&messagePartId=0.1>

The risk assessment takes into account the revised list of most common symptoms to look out for as updated on the 18<sup>th</sup> May 2020 as follows: England's deputy chief medical officer, Prof Jonathan Van-Tam said it was important to update advice at the right time "when we think it's going to make a difference moving forwards to how we pick up cases".

The World Health Organisation says along with the most common symptoms of fever, cough and tiredness, people may have:

aches and pains                      sore throat                      diarrhoea                      conjunctivitis (red eye)                      headache  
loss of taste or smell                      a rash on skin,                      or discolouration of fingers or toes.

We have 2 sites: Years 3-6 at WR and EY-Y2 at LRR.

EYFS: 3 classes of 22/3 children

Year 1: 2 classes of 29/30 and one mixed class of 14 children (remainder are Y2)

Year 6: 5 classes of 13/14 children (remainder are Y5)

## **Part 1: Reopening schools from 1 June 2020**

The rationale for schools re-opening for more groups of pupils is based on the implementation of the following infection protection and control measures as described in the guidance *Coronavirus (COVID-19): implementing protective measures in education and childcare settings*. **The overview of scientific advice used to underpin this guidance was published on 15 May 2020 and is reproduced as Appendix A in this risk assessment.**

“There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 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
- 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
- ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)”

**In this document we refer to ‘Pods’ for the small groups that the government calls ‘bubbles’ We have changed the name to avoid confusion as we have been using the term bubble with the children to represent their personal space.**

What is the <b>Task/Activity</b> or <b>Environment</b> you are assessing?	What <b>Hazards</b> are present or may be generated?  Look at the activity, processes or substances used that could cause harm to health or injury. Use a row for each one identified	Who is <b>affected</b> or <b>exposed</b> to hazards?  (Staff Students Visitors Contractors Etc.)	What <b>Severity of Harm</b> can reasonably be expected?  (See Definitions Table 1)	What <b>Precautions (Existing Controls)</b> are already in place to either Eliminate or Reduce the risk of an accident happening?	What <b>Likelihood</b> is there of an accident occurring?  (See Definitions Table 1)	What is the <b>Risk Rating</b> ?  (See Risk Rating Matrix Table 2)
<b>Preparation for reopening</b>						
1) Preparation of school building	Failure to complete compliance checks renders the building unfit for use.	All premises occupants	Serious	<p>Both sites have been partially open during the lockdown period so regular checks of systems have continued. We will follow Government guidance to ensure all areas (unused) are safe to use.</p> <p>All systems should be checked: heating, water safety, CCTV, kitchen, fire alarm and safety systems, gas, security, ventilation, fire exits etc.</p> <p>Cleaning will continue to follow government cleaning guidance.</p> <p><a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-ou-tbreak?utm_source=c51bac38-4a28-4136-b096-4d23f07da6f4&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-ou-tbreak?utm_source=c51bac38-4a28-4136-b096-4d23f07da6f4&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily</a></p>	<b>Low</b>	<b>Low</b>
2) Travel to and from schools	Potential for increased exposure to coronavirus (and potential for introduction into the school) through use of public transport at peak times - airborne or surface to inside body.	Staff, pupils, visitors	Major	<p>We will ask staff to cycle/walk/drive and avoid use of public transport wherever possible.</p> <p>We will ask parents to cycle and walk with their children whenever possible to avoid public transport, aid children settling and reduce traffic congestion near school.</p> <p>We will ask parents and staff who have to use public transport to tell us so that we can discuss with them:</p> <ul style="list-style-type: none"> <li>the importance of following PHE guidance: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-pas-sengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-pas-sengers</a>.</li> <li>how we can rota staff and pupils to only use public transport at times which avoid peak travel.</li> </ul> <p>Sufficient cycle racks and parking are provided.</p>	<b>Low</b>	<b>Medium</b>

<p>3) Staffing allocation</p>	<p>Potential for increased exposure to coronavirus (and potential for introduction into the school) through airborne or surface to inside body transmission.</p>	<p>Staff, pupils, visitors</p>	<p>Major</p>	<p><b>Staffing allocation will be done by Headteacher in advance but may be subject to change on a daily basis and considering the following:</b></p> <p>Authorisation onto the school site will be by the Headteacher.</p> <p>Staff to confirm if they are unable or are worried about going into school following the gov guidance. Personal RA will be undertaken for vulnerable staff and those with contextual higher risk factors. Any concerns/risks will be discussed with the Headteacher or deputy. All staff (incl.PPA, Supply cover, peripatetic etc.) will discuss medical needs and/or anxieties with the Headteacher prior to them entering the school.</p> <p>In the absence of the site manager, the caretaker will open both sites and vice versa, failing that the Headteacher or other key holder. Head or deputy on 1 site and SLT on each site at all times, if this is ever not possible then key emergency responder on each site is essential for opening, with telephone support from HLT as needed. We will follow the government guidance in the event of staff illness and, where possible, arrange cover for the 'pod' unless the staff test positive for CV-19. If cover is not possible we will communicate with parents via ParentMail.</p> <p>All staff will have read the risk assessment and school protocols for safe working in school and agree to adhere to them before entering.</p> <p>Staff to follow social distancing guidance in offices/staff rooms/close working in rooms etc.</p> <p>There is an emphasis on ensure social distancing, therefore the smallest number of staff are allocated to a classroom – they are spread out across the school site and in classroom bases.</p> <p>Suitable and sufficient provision of first aid, physical intervention, emergency procedures response, over both sites is made on the rota. We will make 'best endeavours' to ensure a paediatric first aider is present for EYFS.</p> <p>It is accepted that social distancing cannot be maintained during the delivery of first aid, but physical contact will be kept to a minimum, and those administering first aid should wear PPE appropriate to the circumstances. Wash hands and ensure the affected area is cleaned upon completion.</p> <p>Staff will only use the staff room when essential and on a rota individual/limited number basis wiping down areas after use.</p>	<p>Low</p>	<p>Medium</p>
-----------------------------------	--	--------------------------------	--------------	---	------------	---------------

				<p>Staff will avoid non-essential trips within the buildings</p> <p>Lift at LRR will only be used if essential and agreed with the head, hand sanitiser will be provided for the operation of lift</p> <p>Staff will avoid working face-to-face and will work side-by-side or facing away from each other: LRR front of house to move to another desk. We will use screens to create a physical barrier between people where appropriate: Office staff to keep glass sliding doors closed, screen between office staff at WR.</p> <p>All break/lunch times will be staggered to reduce pressure on the staff rooms, staff encouraged to use outside areas for breaks</p> <p>No lone working is permitted, except site manager who will check in regularly.</p> <p>Individual positive handling strategies/plans will be reviewed.</p> <p>Addendum to the behaviour policy will be written and shared with staff to provide procedural clarity. This will include what happens if children do not comply with the new ways of operating.</p>		
4) Staff Training	Staff are not aware or do not understand the requirements for working safely when returning to work	Staff, pupils, visitors	Major	<p>Training will be carried out for all people on site, warning them of the risks posed by the virus as well as the control measures outlined in this assessment and from government guidance. Staff will not be allowed to remain on site until they have been trained.</p> <p>Protocols and changes to systems will be written, shared and discussed with staff for the various activities, including informing people of the known symptoms. These will be supported by signage and visual prompts on site.</p>	Low	Medium
5) Expectations within the school community	Anxiety within school community re: prevalence and effectiveness of infection control and social distancing measures	All members of the school community	Major	<p>Our communication with parents and children prior to reopening will include information about:</p> <ul style="list-style-type: none"> <li>● Arrival and departure from school, including social distancing, and arrangements for parents to access the site</li> <li>● Arrangements for infection control</li> <li>● Pupil groupings</li> <li>● What the school day will look like</li> <li>● How parents can support preparing their child, especially if a sibling is remaining at home</li> <li>● Our focus on wellbeing first and foremost</li> </ul>	Low	Medium

				<ul style="list-style-type: none"> <li>• Attendance and non-attendance</li> <li>• The avoidance of travel to school via public transport at peak times and measures the school are taking to work with parents to alleviate this</li> <li>• Expectations re: any new behaviour systems that we have put in place to support our work in infection control and social distancing, including what happens if children do not comply</li> <li>• What will happen if there is a case of coronavirus at the school, including that we will need verification of any test results.</li> </ul> <p>We are using this as an opportunity to ensure that pupils' emergency contact details are up to date.</p> <p>Government guidance for parents is available at:  <a href="https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june">https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june</a></p>		
6) Afterschool and Breakfast Clubs	Arrangements for infection control, social distancing etc. are not practised at ASC thus increasing the risk of infection within the school community.	All members of the school community	Major	We note that there is no requirement for schools to run these at the moment. We will not be providing these for the time being as it would be impossible to avoid mixing children between pods.	None	No Risk
7) Poor hygiene	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>Maintenance of good hygiene is essential: Providing handwashing facilities will aid this. In addition A cleaning schedule will be implemented throughout the site, ensuring that contact points, e.g. work-surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p><b>Good hygiene</b>  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p> <p>Keep 2m away from others at all times. Minimum for children: My Personal Space (my outstretched arm) plus your Personal Space (your outstretched arm, not touching) equals social distance. We recognise that this may not always be possible for our youngest children particularly at play time, but as this is outside the risks are reduced. For short periods where 2m distance is not possible, e.g. giving</p>	Low	Medium

				<p>first aid: fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained.</p> <p>We will wash (or if not possible sanitise) hands at least every hour and a half, on arrival, before food consumption, after sneezing/coughing and when transitioning locations. We will use soap and water for at least 20 seconds using hand washing technique to be adopted as directed by NHS guidance. Use alcohol-based hand sanitiser if soap and water is not available</p> <p>We will avoid touching hands to face but if necessary clean before and afterwards</p> <p>We will cover a cough or sneeze with a tissue then throw it in the lidded bin. We will ask ch to bring in their own pack of tissues and will also have extra tissues available. If tissues cannot be reached in time cough into the crook of your arm.</p> <p>Restrict the number of people using toilet facilities at any one time using a peg system and aim to allocate a toilet per 'pod' where possible.</p> <p>Sufficient lidded rubbish bins will be provided for hand towels with regular removal and disposal, double bagged and on a rota checklist.</p> <p>Additional supplies of soap, hand sanitiser and paper towels and these are securely stored.</p> <p>Where possible, doors will be held open (acknowledging Fire Door protocols)</p> <p>See also risk from poor cleaning below.</p>		
8) Congestion during access to and egress from buildings	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors, families	Major	<p>All children will arrive and depart on a rota basis in an allocated time slot, we will use both available entrances – we will explain this clearly to our parents. Markings/signage/barriers outside the school gate will provide visual indicators of the 2m distance, we will recommend only 1 parent to pick up/drop-off and no dogs. Any child arriving late and all visitors will use the main alternative entrance. Staff will use the main entrance or car park entrance ahead of any children arriving to avoid cross contact.</p> <p><b>In reception areas</b></p> <p>Wash/sanitise hands on arrival and departure</p> <p>Avoid having to touch surfaces where possible.</p> <p>Keep number of visitors as low as possible - clear signage to promote tel or email - and usually by appointment if they need to come beyond the enclosed reception</p>	Low	Medium

				<p>area – designated room cleaned after use. We advise phone, email or video conferencing communication</p> <p>Notices to inform of protocols, 2m distance, hand washing/sanitising etc.</p> <p>All people should be required to stay on site once they have entered it and not leave site including travel to the other site, unless absolutely necessary, during the day to minimise potential of transmission of Covid-19</p> <p>Payments to schools should be taken by contactless methods wherever possible</p> <p>We will close the glass screens to protect reception staff. Windows will be kept open.</p>		
9) Corridor congestion	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>Social distancing guidelines of 2m minimum distance between people will be observed with visual reminders of the e.g. on floors and walls</p> <p>One-way circulation systems will be used where possible and staggered use of corridors</p> <p>Almost all classes have external doors that will be used wherever possible</p> <p>Arrangements are in place to stagger breaktimes and lunchtimes to reduce numbers accessing circulation routes.</p>	Low	Medium
10) Dining Hall congestion & arrangements	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>In line with gov guidance, school meals or packed lunches, will be provided and at WR consumed in the hall on a 'pod' rota system and we have reconfigured seating in the WR hall to accommodate safe spacing, with all persons sitting 2 metres apart from each other whilst eating and avoiding all contact. Glasses and cutlery will be handed out by staff wearing gloves. A perspex screen will protect catering staff from children.</p> <p>Pre-wrapped provided food or packed lunches for LRR will be brought to classroom 'pods' for consumption, maintaining safe distances.</p> <p>Children will have a dedicated water bottle that they will keep on their table in the classroom and not shared. Children may bring in a piece of fruit from home for a snack at breaktime, these will be consumed in the classroom.</p> <p>Arrangements are in place to stagger breaktimes and lunchtimes. All children will wash their hands thoroughly before eating</p> <p>Drinking water will be provided with staff operating the tap.</p> <p>Tables, chairs and door handles will be cleaned between use by each 'pod'.</p>	Low	Medium

				<p>All rubbish and waste should be put straight in the bin by the user and not left for someone else to clear up.</p> <p><b>Staff Room</b> Staff must clean surfaces and equipment, handles etc. used as they finish.</p> <p>Staff will be on a rota to use staff rooms and will need to keep to 2m</p> <p>No fabric tea towels or hand towels will be used</p> <p>Windows and doors will remain open as far as is practicable.</p>		
11) Playgrounds/ outside areas	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>As a <b>minimum</b> My Personal Space + your Personal Space (without touching) i.e. bubble = social distance to be observed wherever possible - aligning with the government guidance we recognise this is more difficult with infants, and pupils with SEND; we will work on a 'best endeavour' principle.</p> <p>Break and lunchtimes will be staggered for each 'pod' with no 2 pods occupying the same playground space at the same time.</p> <p>Climbing frames/tree house/slide on both sites are not to be used and will be taped off to indicate this. Any other equipment must be limited to only that which can be cleaned and then will be wiped down after a 'pod' has used it.</p>	Low	Medium
12) Congestion in assemblies	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>We will not undertake assemblies initially - other than remotely via video link.</p>	Low	Medium
13) Classroom congestion	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>In order to implement the increase in numbers safely, we propose to bring children back on a phased basis. After our vulnerable pupils, we will start with EYFS in small groups of up to 6 so we can train them in the new regime. See details of the model at the end of this R.A. by clicking <a href="#">here</a>. We may delay or cease the introduction of Y1 depending on how the model works, staffing levels etc.</p> <p>Staff are to maintain a safe distance between each other (2 metres) at all times. Children will be encouraged to do the same, recognising the limitations of implementation for infants and pupils with SEND..</p> <p>We will limit the number of people in each room/area to follow social distancing guidance. Ch will be in half class 'pods' (probably with considerably fewer numbers) generally with their class teacher only – EYFS will often have an LSA if</p>	Low	Medium

			<p>staffing allows in order to support the 2m rule. We will seek to sit all ch at the same separated desk each day.</p> <p>Y6 will be taught by their class teacher only (we have split year groups in KS2).</p> <p>Ch in the increasing sized KVV (Key Worker &amp; Vulnerable) group in other year groups will comply with the same principles for each 'pod'</p> <p>Where possible, each child will have their own set of key resources (pencils, whiteboards etc.) provided by school and not shared without cleaning first. School-home resource exchanging will be avoided. Harder to clean items will be removed. Libraries will be closed but ch will be able to borrow books, returned books will be kept in 72 hour quarantine before any re-issuing.</p> <p>We will aim to have as many 'lessons' outside as possible, while maintaining 'pod' separation and 2m distancing. Windows and doors will remain open as much as is practicable.</p> <p>Strict hygiene rules to be implemented, all staff to be asked to do the following:</p> <ul style="list-style-type: none"> <li>● Wash hands on entry.</li> <li>● Use alcohol-based hand sanitiser.</li> <li>● Wash hands at least once every hour and a half and at transitions.</li> <li>● Wash hands if face is touched (but avoid wherever possible and if needed wash hands first)</li> <li>● All hand contact surfaces to be cleaned throughout the day.</li> </ul> <p>Only use cleaning products supplied by the school.</p> <p>Staff to staff interaction:</p> <ul style="list-style-type: none"> <li>● Staff should only complete activities which relate directly to their job descriptions <b>which cannot be</b> completed at home.</li> <li>● Teachers may only complete tasks relating to the Teachers Standards <b>which cannot be</b> completed at home.</li> <li>● Where possible, staff will have PPA via video conferencing</li> <li>● No physical contact.</li> <li>● No close contact activities (2 metre distance).</li> </ul> <p>Activities and resources:</p> <ul style="list-style-type: none"> <li>● Staff to use individually dedicated areas where possible rather than sharing</li> <li>● All shared resources to be cleaned daily or more regularly after use (including computers).</li> </ul>		
--	--	--	--	--	--

<p>14) Staff or children crossing 'Pods'</p>	<p>Potential increased exposure to CV-19 through airborne or surface to inside body transmission</p>	<p>Staff, pupils, visitors</p>	<p>Major</p>	<p>We believe it is impossible to have only 1 consistent adult with each pod, not least because staff will need a break. Where possible we will aim to keep consistent adults with each pod especially in the infants. For Y6, this may not be possible but stricter social distancing will be in place to counter this.</p> <p>With concerns over separation anxiety and to support children's wellbeing, we believe it is important that infant ch will also be taught only by their class teacher, in a familiar class environment. She will teach both 'pods' for her class on a weekly rotation (as suggested by <a href="#">NAHT</a>) in the same classroom – equipment &amp; space will be thoroughly cleaned between each 'pod'.</p> <p>Ch in the KWV group who are also in one of the 5x Y6 classes will be taught as a group by a consistent additional adult every Wednesday when the remaining Y6 are not in school; very strict social distancing will be observed.</p> <p>Ch in the KWV group who are also in one of the 3x EYFS classes will all be placed in Pod A across the 3 classes to enable them to be with their teacher in their familiar classroom. On Wednesdays and Pod B weeks (when the remaining EYFS are not in school) they will be taught as 2 separate 'mini pod A' groups, for 2 of the 3 classes - in the third class there is only 1 child who is in this category so she will join one of the other 'mini pod A' classes. On Wednesdays they will remain in their usual classroom. When Pod B are in school, these 2 'mini pods A' groups of KWV pupils will be taught in a separate room. These ch will also receive an additional Monday am temperature check upon arrival.</p> <p>We believe that with these measures in place any potential minimal increase in the risk transmission by staff crossing pods is outweighed by:</p> <ul style="list-style-type: none"> <li>• having fewer people on a small site, with increased use of limited outside space</li> <li>• the increased likelihood that young children will adhere to the rules in smaller groups with a familiar adult and familiar space</li> <li>• the avoidance of the detrimental impact to pupils' wellbeing and mental health by being in school but excluded from time in their classroom with their peers and classteacher.</li> </ul>	<p>Low</p>	<p>Medium</p>
<p>15) External providers, visitors and contractors</p>	<p>Potential increased exposure to CV-19 through airborne or surface to inside body transmission.</p>	<p>Staff, pupils, visitors</p>	<p>Major</p>	<p>Only contractors carrying out essential maintenance deemed necessary to the safe running of the school and essential visitors are to be allowed on site and ideally out of school hours. They will arrange any visit in advance and must read and comply with signs in reception regarding good hygiene, including washing/ sanitising their hands upon entering the site.</p> <p>Staff and contractors are to maintain a safe distance between themselves and others (2 metres) and will receive sufficient site induction.</p>	<p>Low</p>	<p>Medium</p>

				<p>Strict hygiene rules to be implemented, all contractors are to be asked to do the following:</p> <ul style="list-style-type: none"> <li>Wash hands on entry into individual work areas – or use alcohol-based hand sanitiser.</li> <li>Repeat the hand washing/sanitising every hour.</li> </ul> <p>The contractor is to notify the premises staff of all areas visited, in order that these can then be thoroughly cleaned.</p>		
16) Deliveries	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>Deliveries will need to be scheduled, ringing ahead to warn of imminent arrival by drivers</p> <p>Drivers should wash or sanitise their hands before unloading goods and materials, or should wear PPE gloves - signage will advise this in the foyer.</p> <p>Drivers should leave packages in the school foyer – school staff not to approach delivery staff, but collect goods after the driver has left. heavy items to only be collected by staff appropriately trained in manual handling.</p> <p>Hands are to be thoroughly washed after handling all deliveries or waste materials.</p> <p>Where possible, we will ensure waste collections are made when the minimum number of people are on site (i.e. outside normal opening hours).</p>	Low	Medium
17) Inadequate cleaning	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>We will continue to follow Government guidance on cleaning.</p> <p>Where possible, doors will be held open (with the exception of clearly indicated key fire doors)</p> <p>We will work with our cleaning company to ensure they meet government requirements, have received training and are provided with PPE. We will also ensure that staff who need to clean the sites during the school day comply with the guidelines and particularly focus on high risk areas (handles, finger plates, window handles, kettles, taps, switches, phones, laptops/photocopiers/keyboards/mice, staffroom and areas that pupils will be touching (tables, sinks, bannisters, lights, chairs, tables, hand washing facilities) – especially those that have shared use. Details of what, how and frequency will be documented for staff and an associated checklist schedule established.</p> <p>Hand washing facilities will be regularly checked to ensure maintenance of paper towel, soap and sanitiser levels.</p>	Low	Medium

				<p>New foot-operated, lidded bins have been purchased and will be distributed for hand towels &amp; tissues with a schedule of regular removal and disposal, with double bagging.</p> <p>We have ordered extra supplies of soap, hand sanitiser and paper towels etc. and these are securely stored.</p> <p>Cleaning protocol is as follows:</p> <ul style="list-style-type: none"> <li>• Classrooms to be cleaned in lunch breaks</li> <li>• Hand towels and hand wash are to be checked and replaced as needed by the Site Manager and cleaning staff as appropriate</li> <li>• Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc.</li> <li>• Only cleaning products supplied by the school are to be used.</li> <li>• Bin liners should be used in all bins</li> <li>• Staff clothes and bags to be stored in their own classroom/office space</li> <li>• Ch coats and belongings to remain in their own classroom desk space only</li> </ul>		
18) Use of changing facilities & showers	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>We do have showering/changing facilities for children, these are only used occasionally when young pupil may have accidents.</p> <p>If and when these facilities are used, intimate care protocols would be used as always but with an increased awareness of the virus and appropriate PPE being worn that follows the <a href="#">guidance</a>.</p> <p>Facilities will be thoroughly cleaned after each use.</p> <p>Suitable rubbish / clinical waste bins are in these areas with regular removal and disposal.</p>	Low	Medium
19) Discovery of (or by) a person with Covid-19 symptoms	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>If a member of staff or a child displays symptoms listed above but in particular a high temperature or a persistent cough, they (or their teacher/adult) should:</p> <ul style="list-style-type: none"> <li>• Notify the Headteacher immediately.</li> <li>• If we notice a persistent cough, we will routinely take a temperature reading.</li> <li>• Avoid touching anything.</li> </ul>	Low	Medium

				<ul style="list-style-type: none"> <li>● Go home immediately (Children accompanied by their parent, etc.)</li> <li>● If awaiting collection they should be taken to the Medical Room (LRR and WR) (secondary space would be the Orange Zone and Rainbow Room) by 1 supporting adult, care should be taken to avoid touching surfaces on route. This room should be thoroughly cleaned and disinfected while wearing PPE.</li> <li>● If the person is a child, PPE should be worn by the adult supporting them as they await collection. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained, this will need to be talked through to avoid undue distress this may cause the child.</li> <li>● All other persons are to avoid contact or if needed, maintain a safe distance from affected individual.</li> <li>● If they need to cough or sneeze this should be into a tissue which is then put into a bin, or if they do not have tissues, cough and sneeze into the crook of their elbow.</li> <li>● If a child is unwell in the classroom, other ch should be immediately removed, 1 adult should deal with the child (wearing PPE stored nearby). The room would then need to be cleaned thoroughly.</li> <li>● They must then follow the guidance on self-isolation and not return to school until their period of self-isolation has been completed.</li> <li>● Areas occupied and equipment used by the affected person are to be isolated for 72 hours, then thoroughly cleaned and disinfected. Waste from cleaning should be double bagged and stored securely until a negative test result or after 72 hours.</li> </ul> <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p> <ul style="list-style-type: none"> <li>● A note of all persons who the affected person has been in contact with is to be made, and these are to be monitored for symptoms throughout the following two weeks. If the person is tested to be positive, we will respond as per the guidance, requesting evidence of wider tests before ch return to school.</li> </ul>		
--	--	--	--	---	--	--

20) Emergency evacuations/ Lockdown	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	<p>When school resumes, children and staff to be made aware of adjusted practice due to restrictions and undertake a practice..</p> <p>Emergency evacuations are to take place following social distancing principles as far as is reasonably practicable. At assembly areas a 2m separation will be observed, this is not possible for infants due to space restrictions but we will make best endeavours. However, safe evacuation/lockdown will take priority over social distancing measures.</p> <p>In the event of a lockdown/evacuation, updated class lists will be present to account for all persons.</p>	Low	Medium
21) Stress, wellbeing & the curriculum	Stress	Staff & pupils	Major	<p>We recognise that all staff and pupils will be experiencing a higher than normal level of stress.</p> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>● We have already been supporting staff through regular check-ins; keeping staff up to date with how the situation is evolving through regular emails and staff Zoom meetings; ensuring all staff have a voice and a variety of people they can talk to.</li> <li>● Staff have received clear guidance on communication, conduct, GDPR, online safety etc.</li> <li>● The open, culture of the school with clear communication, expectations and protocols will continue to support staff.</li> <li>● Individual discussions have been/are held with staff to identify concerns.</li> <li>● We will continue to monitor wellbeing closely, including senior leaders through continued check-ins – especially for those not in school and potentially isolated. The Chair of Governors will continue to regularly check in with the Headteacher.</li> <li>● Where staff remain anxious or there are specific risks, an individual risk assessment will be undertaken</li> <li>● Staff will be reminded of the availability of HR and counselling advice through School Advisory Service and Bristol City Council Employee Assistance Programme - 24/7, free, confidential, access for staff to a trained counsellor on 0800 111 6387.</li> <li>●</li> </ul> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>● All families have received regular, clear communication so they know what is happening, this has included online safety advice</li> <li>● We have set up a separate Safeguarding email and clearly communicated to families about what to do if they have a concern. The DSL is always available, but the deputies are also supported by other DSLs in other schools if needed.</li> </ul>	Low	Medium

				<ul style="list-style-type: none"> <li>• We have signposted a number of resources to support parents, including those with children with SEMH concerns or SEND and we have had a focus on wellbeing in all comms.</li> <li>• Contact has been made with families with no or little contact / engagement or who have expressed concern.</li> <li>• We have prioritised pupils' wellbeing by ensuring they will return to their familiar classroom and teacher.</li> <li>• We will ask parents of returning ch to share any worries they may have and we will provide clear supporting guidance and expectations on what returning to school will look like and how parents can support their child.</li> <li>• We have updated our Safeguarding and Online Safety Policies and will update our Behaviour Policy ahead of increasing numbers.</li> <li>• We will prioritise pupil wellbeing and allowing time for discussion, reconnecting with school and each other. Our curriculum will be holistically focussed and only move on to more academic work gradually. We will issue staff with research informed guidance on this, and also involve them in the creation of plans and ongoing evaluation.</li> <li>• We will recognise that routine will be important and we will seek to establish this quickly so that there is a clear pattern of working; while recognising things will take a lot longer.</li> <li>• We will continue to monitor wellbeing closely. Our ELSA trained staff will be on hand to provide some socially distanced support.</li> </ul>		
22) Pupils experiencing stress or trauma	Secondary and Vicarious Trauma		Major	Approach will be similar as listed above. Senior staff are aware of the risk of secondary and vicarious trauma.	<b>Low</b>	<b>Medium</b>
23) Potential break in social distancing	Potential increased exposure to CV-19 through airborne or surface to inside body transmission.	Staff, pupils, visitors	Major	We recognise that there may be times when social distancing is not possible including, but not limited to: Behavioural intervention, SEND 1:1 support, First aid administration (not CV-19 symptomatic), supporting children's learning, comforting a distressed child. In all these cases we will use our best endeavours to follow the guidance maintaining social distancing, going alongside rather than opposite, wearing appropriate PPE, ensuring rigorous hand washing.	<b>Low</b>	<b>Medium</b>

### **Section 3 – ACTION PLAN**

#### **Instructions for completion**

1. Any item that has a risk rating of Red or Amber in section 2 above - the right-hand risk rating column needs to be addressed in this action plan. When you have completed this section, then decide and complete the box on page 2 that confirms when you will review this whole assessment. When you then review the assessment: 1. clear the review date box and 2. Move all the controls in the action plan section up into the main section to show they are now incorporated into what you do. *Now reassess and see if you can decrease the risk rating conclusions?*
2. When an item can be removed altogether (e.g. a dangerous staircase is removed) it can be deleted from section 2 but there must be a historic evidence trail (see point 4)
3. Some items are so high hazard that they will never be reduced to a risk rating lower than Medium – these must be kept in the action plan but can be marked as addressed and all being done that is reasonably practicable.
4. The original document and any changes to the Risk Assessment, over time, need to be documented for record-keeping purposes. This is especially relevant in the event of any legal claims.

What is the <b>Hazard</b> you need to Control? (high or amber from the risk rating column above)	What <b>Additional Precautions</b> do you need to either eliminate or reduce the risk to an acceptable level.	Who is <b>Responsible</b> for implementing these controls?	<b>When</b> are these controls to be implemented (Date)?	When <b>Were</b> these controls implemented (Date)?
<b>MEDIUM</b> item 11	At WR, ch to bring water bottle to the hall for lunch and then take outside, especially during hot weather	WR Deputy	15.6.20	15.6.20
<b>MEDIUM</b> item 11	Concern about 2 pods in the hall walking in close proximity to access pudding/plate drop -change to a separate trolley for Far pod to use.	WR Deputy	29.6.20	
<b>MEDIUM</b> item 3				

**References:** Describe what standards are being applied (such as HSE Approved code of practice or Design and technology association training course guidance etc.) other supporting material. This can of course include the MAT/Establishment's own policies and guidance. For major risk assessments notes of consultation or other discussion may also be useful.

1. Governmental guidance to schools has been applied to this document and will be regularly updated in light of changes issued
2. Staff have been consulted on much of the contents of this document in a draft plan sent 20.5.20 and followed up with a Zoom meeting for each site on 21.5.20, further consultation is planned w/c 1.6.20
3. FGB reviewed a draft at a Zoom meeting on 26.5 and this was approved by an e-mail vote on 29.5.20. Key decisions were also recorded

in a separate document.

4. .

**Information to Aid the completion of the Risk Assessment format**

**Table 1: Definitions**

Potential Severity of Harm	Meaning of the harm description	Likelihood of Harm	Meaning of likelihood
Fatal/Major Injury	Death, major injuries or ill health causing long term disability/absence from work.	<i>High (frequent)</i>	Occurs repeatedly/ to be expected.
Serious Injury	Injuries or ill health causing short-term disability/absences from work (over three days absence)	<i>Medium (possible)</i>	Moderate chance/could occur sometimes.
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work.	<i>Low (unlikely)</i>	Not Likely to occur

**Table 2: Risk rating matrix: Potential severity of Harm + Likelihood of Harm = Risk rating**

	+ High (Likely)	+ Medium (Possible)	+ Low (Improbable)
Fatal/Major Injury	VERY HIGH Risk	HIGH Risk	MEDIUM Risk
Serious Injury	HIGH Risk	MEDIUM Risk	LOW Risk
Minor Injury	MEDIUM Risk	LOW Risk	No Significant Risk

**Table 3: Action required: Key to Ranking and what action to take.**

<b>VERY HIGH Risk</b>	STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding.
<b>HIGH Risk</b>	Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
<b>MEDIUM Risk</b>	Implement all additional precautions that are not unreasonably costly or troublesome and monitor the situation on an agreed frequency.
<b>LOW Risk</b>	Monitor and review your rolling programme.

**Appendix A: Overview of scientific advice and information on coronavirus (COVID-19) published on 15 May 2020**

Can be accessed via this link:

<https://www.gov.uk/government/publications/overview-of-scientific-information-on-coronavirus-covid-19>

**Appendix :B**

**The proposed model:**

We believe a phased approach is the safest way to allow the wider opening of the school. At the end of each week we will review and evaluate our risks and mitigations and adjust accordingly. Any wider opening of the school will require a revision to this document.

Week 1

Monday	Key worker ch 1 site (Min)		Room/site Preparation
Tuesday	Key worker ch, both sites		Room/site Preparation
Wednesday	Key worker ch, both sites		Room/site Preparation
Thursday	Key worker ch, both sites	Review and evaluation	Room/site Preparation
Friday	Key worker ch, both sites	Staff training for EYFS and new staff on rota with KWV children in Week 2	Room/site Preparation

Week 2

Monday	Key worker ch 1 site (Min)		
Tuesday	Key worker ch, both sites		
Wednesday	Key worker ch, both sites	AM EYFS Pod A1	PM EYFS Pod A2
Thursday	Key worker ch, both sites	AM EYFS Pod B1	PM EYFS Pod B2
Friday	Key worker ch, both sites	Review and evaluation	

		Staff training for new staff on rota with KWV children in Week 3
--	--	--

Week 3

Monday	Key worker ch, both sites	EYFS Pod A (1&2)	Room/site Preparation
Tuesday	Key worker ch, both sites	EYFS Pod A (1&2)	Room/site Preparation
Wednesday	Key worker ch, both sites	Evaluation, Teacher Planning, Preparation, home learning & Cleaning	
Thursday	Key worker ch, both sites	EYFS Pod A (1&2)	Room/site Preparation. Review & evaluation
Friday	Key worker ch, both sites	EYFS Pod A (1&2)	Staff training for Y6 staff and new staff on rota with KWV children in Week 4 (if needed)

Week 4

Monday	Key worker ch, both sites	EYFS Pod B (1&2)		Year 6
Tuesday	Key worker ch, both sites	EYFS Pod B (1&2)		Year 6
Wednesday	Key worker ch, both sites	Evaluation, Teacher Planning, Preparation, home learning & Cleaning		
Thursday	Key worker ch, both sites	EYFS Pod B (1&2)		Year 6
Friday	Key worker ch, both sites	EYFS Pod B (1&2)		Year 6