**September back to school risk assessment**

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| RISK ASSESSMENT DETAILS | RISK RATING & EVALUATION OF RESIDUAL RISK |
| |  |  | | --- | --- | |  | Ebor Academy Trust | | **Academy** | Filey CE Nursery & Infants Academy |  |  |  |  | | --- | --- | --- | | **TITLE OF RISK ASSESSMENT** | Covid 19 Risk Assessment TPA | | | **DETAILS OF ACTIVITY**  Opening school to all pupils in September 2020 | | | | **RISK ASSESSMENT LOG REF** | |  | | **OTHER RISK ASSESSMENTS CROSS REFERENCED\*** | |  | | **WORKPLACE INSTRUCTION REF** | |  | | **DATE OF ASSESSMENT** | |  | | **MANAGER CARRYING OUT RISK ASSESSMENT** | |  | | **NAME OF EMPLOYEE CONSULTED** | |  | | **LOCATION OF ACTIVITY** | |  |  |  |  | | --- | --- | | **Headteacher / Principal**  **Please sign to confirm you understand the risks and are taking the precautions necessary to reduce the risk.** | | | **Signature** A Clark | **Date 01/09/2020** | | **Assessing level of residual risk = impact x likelihood** IMPACT LIKELIHOOD  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Catastrophic | People in immediate danger (5) |  | Highly Probable | The event is extremely Foreseeable (5) | More likely to occur | | Major | Harm is more likely than not (4) |  | Probable | The event is very Foreseeable (4) |  | | Moderate | Harm is likely (3) |  | Possible | The event is Foreseeable (3) |  | | Minor | Harm is unlikely (2) |  | Unlikely | The event is not very Foreseeable (2) |  | | Insignificant | Remote chance of dangerous harm (1) |  | Remote | The event is unforeseeable (1) | Less likely to occur |  |  |  |  | | --- | --- | --- | | **What the final score tells you in relation to level of risk** | | | |  | **1 – 5** | **Very Low** | |  | **6 – 10** | **Low** | |  | **12 – 15** | **Medium** | |  | **16 – 20** | **High** | |  | **21 - 25** | **CRITICAL** | |

In welcoming back all of our pupils and staff, it is critical that safety and wellbeing is at the forefront of all of our thinking. The main guidance around this is: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This document has been designed to:

1. Identify sources of risk
2. Provide detail on what measures to be put in place in order to mitigate that risk
3. Assess what can be done to mitigate the risk
4. Having put the measures in place, to reflect on and score any residual risk

In putting the leaflet together we have taken on board a wide range of new guidance which recognises the challenges of having all children back in one building.

The assessment has been developed around the 9 systems of control around prevention and control:

#### Prevention:

⓵ minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

⓶ clean hands thoroughly more often than usual

⓷ ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

⓸ introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

⓹ minimise contact between individuals and maintain social distancing wherever possible

⓺ where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

#### Response to any infection:

⓻ engage with the NHS Test and Trace process

⓼ manage confirmed cases of coronavirus (COVID-19) amongst the school community

⓽ contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Hygiene remains at the centre of the strategy to control transmission, it must remain central to all activities. There is also greater emphasis on wellbeing.

Recognizing the logistics of having a full cohort of children, the guidance changes the emphasis from maintaining a set distance, to doing all that is reasonably possible to maintain distancing. ‘Reasonably possible or practical’ is defined by the HSE as ‘ weighing a risk against the trouble, time and money needed to control it.’

In conducting this risk assessment ***it is therefore critical*** that you can demonstrate that you have given thought to each risk and what is reasonable and possible to do in order to reduce / mitigate it.

We have outlined steps to take in order to reduce or mitigate risks, and ask the risk assessor to consider each one, decide on what action is reasonably possible and state the reason for this decision.

Where it becomes difficult to mitigate or reduce the risk,; e.g. lack of cleaning staff; or a measure is not deemed appropriate, you must note your reasoning. CST will then work with you to consider the best course of action which could include:

# Transfer the risk e.g. contract a company to clean and manage waste, engage with Department of Public Health

# . Accept the risk; this may be where the cost or impact on people is greater than the risk of transmission

Although we have produced this generic document, we recognise that every school is different, and we therefore expect each school to take a rigorous approach to interpreting risks in the context of their schools and to add any additional risks they may identify.

The risk assessment is a critical step in ensuring safety, so you must make sufficient time to ensure this is completed thoroughly and by staff who have been trained in undertaking a risk assessment. If unsure please contact Andy Roberts for guidance.

Despite putting the measures in place, there is always going to be a residual level of risk. Having reflected on the preventative measures you will put in place, please score the residual risk in terms of the likelihood of the risk manifesting and the impact.

A discussion with CST has been booked in with each school, to discuss the results and agree a risk score and any support required.

***Risks change so you must review risks on an on-going basis and put measures in place to ensure wellbeing and safety, and also check that the measure put in place are working to ensure the controls are:***

* ***effective***
* ***working as planned***
* ***updated appropriately considering any issues identified and changes in public health advice***

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| --- | --- | --- | --- | --- |
| **RISK BEING ASSESSED** | **PERSONS**  **AT RISK & HOW**  e.g. employees, pupils, customers, contractors, members of public, other | **MEASURES TO REDUCE RISK** | **HOW YOU WILL IMPLEMENT AND REINFORCE THESE MEASURES.**  ***If you propose to accept the risk as you are unable to mitigate it, please note this.*** | **PLEASE DETAIL ANY LIMITATIONS AS A RESULT OF YOUR ENVIRONMENT.**  ***If you feel preventative measures are not possible or appropriate, please state this along with your reasons*** |
| **STAFF WELLBEING**  <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing>  <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>  <https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19> | | | | |
| Social distancing  ⓵⓹ | Staff at risk due to infection from working too closely with others | Control use of facilities to ensure distancing can be maintained, aiming for 2 metres at all times | Different break times allocated to year groups so fewer staff using staff areas at any one time. |  |
|  |  | Signage to remind about distancing | Signage displayed in all areas of school. |  |
|  |  | Ensure staff are aware of procedures | Staff to sign to say they have read, fully understood and will follow this risk assessment. |  |
|  |  | Encourage engagement with test and trace | Staff to know the test and trace procedure. |  |
| Social distancing  ⓵⓷⓹ | Unavoidable contact may lead to transmission | PPE guidance provided by CST to be read by all employees, guidance sought where unsure |  |  |
| Wellbeing | Pressure on staff due to concerns or workload | Ensure staff are aware of wellbeing support that is available | Sam Hiley is our school Wellbeing first aider. |  |
|  |  | Regular one to ones with staff to discuss wellbeing | Sam Hiley/SLT to check in with all staff via email/text. |  |
| Allergies may be mistaken for Covid causing concern  ⓷⓺ | Anxiety may be caused | Surgical masks available if required | Ask parents to inform school if their child suffers from any allergies that may cause concern e.g. hay fever. |  |
| Lack of staff due to unplanned absence | Inability to continue teaching | Robust plans in place to switch to online learning | The teaching of ICT and how to access all the online learning activities e.g. Google Classroom, Phonic Bug and Sumdog Maths etc. will be timetabled for all classes. |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood** | **Impact** | **Score** |
| Minor | Possible | 6 |
| **AREAS OF CONCERN**  Staff are knowledgeable regarding all systems in place around school. We have a school wellbeing first aider and regular staff wellbeing checks are made vis email or text. | | | | |
| **CHILD WELLBEING**  <https://www.gov.uk/guidance/supporting-pupils-wellbeing>  <https://www.gov.uk/guidance/supporting-pupils-wellbeing>  <https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance> | | | |  |
| Social distancing  ⓵⓶⓷⓹ | Transmission of virus through close contact | Schools to develop plans for group sizes and maintaining consistent group sizes | Children work in their classes and can share playtimes/lunchtimes with their year group only. |  |
| Wellbeing | Children may be anxious with new rules and protocols | Encourage parents to reinforce protocols around distancing and provide information to prepare them for their ‘new normal’  Staff to reassure children and explain when needed | Parents will receive a letter explaining the systems in place for September. |  |
|  |  | Additional support to be available to work intensely with children in particular at start of term | Emotional check-ins to take place each morning. |  |
|  |  | Close monitoring and observation of children to identify any signs of distress | Staff aware to be vigilant to signs of distress. |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Staff have planned activities to support children’s social and emotional wellbeing. Emotional check-ins will be carried out each morning. | | | | |
| **ACCESS / EGRESS TO SCHOOL**  <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing>  <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>  <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-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>  <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19> | | | | |
| Travel to school  ⓵⓹ | Virus may spread if too close contact | Minimise number congregating at same times by offering staggered start and end times where appropriate | Each year group to have a separate entrance/exit gate and start/finish time. |  |
|  |  | Allocate supervised group collection points | Staff will supervise each gate and playground area at drop off and collection times. |  |
|  |  | Ensure parents know they can’t come onto site | Parents informed via a newsletter that they will be unable to come onto the school site. Nursery parents are able to stay with their children in the outdoor classroom until they are settled but will not enter the school building. |  |
| Seashells Wrap around care club |  | Ensure parents know they can’t come onto the school site. Parents will drop off and collect children at the main reception for Seashells club. | Children in Seashells club will be in small consistent groups where possible and if numbers should increase more staff will be introduced. |  |
|  |  | Put in place process for removing face coverings that may be used on arrival at school, ensure the process is known and followed | Pedal bins provided for disposal of PPE. |  |
|  |  | Ensure children over 11 yrs are aware they must wear a mask on public transport | N/A |  |
| Social distancing  ⓵⓷⓹ | Virus may spread if too close contact | Designated and marked out parking area for contractors and guests with safe distance | 1 guest space allocated and 1 disabled space allocated. Contractor spaces not required from September. |  |
|  |  | Number of entrances/exits at site maximised and limited to groups where practical | Two entrances/exits in use with two different start and finish times. |  |
| Transport  ⓵⓹ | Pressure on public transport/ road network | Encourage parents and children and young people to walk or cycle to their education setting where possible |  |  |
|  |  | Measures to prevent use of and crowding on public transport including staggered start and finish times |  |  |
|  |  | Guidance given to early years Staff on dealing with soiled clothing |  |  |
|  |  | Area to change allocated, Bags to put clothing in provided |  |  |
| Airborne transmission  ⓵⓷ | Virus spread across school | Parents to complete and return allergy declaration form prior to children attending. Information to be securely stored with controlled access and disposed of after a year |  |  |
|  |  | Health check questions to be asked before a child enters premises. Information to be securely stored with controlled access and disposed of after a year | Ongoing. |  |
| Airborne transmission | Potential to infect others | Ensure staff are clear on the need to provide a doctor’s note for non-attendance | Staff informed. |  |
| Preventing those with specified health conditions from risks arising from attending  ⓵⓶⓹ | Spread of virus to anyone in school | Ensure staff and parents are aware that those with specified medical conditions which make them more vulnerable to COVID-19 should continue to  follow Government advice | Staff and parents informed. |  |
| Close contact and airborne transmission  ⓵⓷⓹ |  | Plan in place to ensure distancing can be observed during access and egress of building | Two different start and finish times limit number of people waiting. |  |
| Close contact and airborne transmission  ⓵⓹⓺ | Reception staff | Staff must operate behind their protected area | Office area. |  |
| Close contact and airborne transmission  ⓵⓶⓷⓹ | All staff, guests and contractors | Keep wipes by sign in screen to wipe after every touch / use |  |  |
| Close contact and airborne transmission  ⓵⓹ | Reception staff | Deliveries should be placed outside the door of the school. Delivery to be picked up wearing disposable gloves which are then disposed of along with the container in the school bins |  |  |
|  | Reception staff | Implement a booking system for parents and visitors coming into school, limiting the number in at any one time. Log of visits should be retained |  |  |
|  |  | Ensure parents know they are not allowed to ‘turn up’ to school without an appointment |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Staff will be visible to remind adults and children of the measures in place.  This is an active document that will be constantly amended as we refer to guidance updates. Observations will also inform this document as parents adjust to the new systems in place. | | | | |
| **MOVEMENT AROUND BUILDING** | | | |  |
| Virus contracted whilst moving around building through airborne or close contact transmission⓵⓹ | Staff/Children/ Contractors | One way systems where possible |  |  |
|  |  | No assemblies unless via hangouts or within class groups | Collective Worship will be delivered via Google Hangouts. |  |
|  |  | Educate staff and children on voice control to prevent the need to shout. Use posters to reinforce |  |  |
|  |  | Rotas and systems to avoid contact between groups | Separate outdoor spaces allocated for different year groups. |  |
|  |  | Pinch points and bottle neck points identified and managed accordingly. | Chain across bottle neck points to make people stop and check no-one is coming the other way. |  |
|  |  | Identify where screens would help prevent transmission of virus | Reception area. |  |
|  |  | Signage in place to remind people and daily reminders from line managers |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Children will not move around school unless accompanied by a member of staff. All staff are aware of the systems to follow when moving around the one way systems. Parents will not enter the school building.  This is an active document that will be constantly amended as we refer to guidance updates. Observations will also inform this document as parents adjust to the new systems in place. | | | | |
| **USE OF CLASSROOMS - EACH ROOM TO BE ASSESSED INDIVIDUALLY, PLEASE ADD ONE ROW FOR EACH ADDITIONAL ROOM AND REPEAT SAME CHECKS**  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools> | | | | |
| **Classroom (Yrs 3 upwards)**  Assessing and preventing transmission of virus in the classroom through close contact or surface transmission | Staff/Children  potential exposure to virus through close contact or picking it up from surfaces | Classrooms to be organised to maximise distancing | N/A We are a Nursery and Infants school. |  |
| ⓵⓶⓷⓸⓹ |  | Enter classroom one by one, populating seats front to back to reduce contact where possible |  |  |
|  |  | Arrange seating for children to sit side by side no more than 15 per row where possible |  |  |
|  |  | Minimise face to face child/teacher time |  |  |
|  |  | Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces. |  |  |
|  |  | Resources shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles | N/A We are a Nursery and Infants school. |  |
|  |  | Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices |  |  |
|  |  | Own equipment only to be used by each child or allocated equipment where possible |  |  |
|  |  | Mark out areas to reinforce distancing |  |  |
|  |  | Daily awareness briefings by line managers, posters, manager spot checks |  |  |
| **Early Years and KeyStage One (Yrs 0-2)**  Preventing transmission of virus in the classroom through close contact or surface transmission⓵⓷⓸⓹ | Staff/children through close contact or picking it up from surfaces | Avoid time spent within 1 metre of a child | Staff to be aware they should maintain distance where possible and limit contact when appropriate to do so. |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERNS**  Routines will be reinforced and staff informed on best practice for cleaning/sterilizing etc. | | | |  |
| **STAFF REST ROOMS**  <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres> | | | |  |
| Close contact and surface transmission ⓸⓹ | Everyone close contact or picking it up from surfaces | Rotas ensure distancing can be maintained in staff areas | Staff use rest areas in year groups. Extra staff rest areas created in school. |  |
|  |  | Cleaning schedule in place to ensure equipment cleaned after use |  |  |
|  |  | Own utensils used |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Unlikely | **Score**  4 |
| **AREAS OF CONCERN**  All staff fully briefed and rotas in place. Extra staff rest areas created for year groups. | | | |  |
| **PLAY/ EXERCISE / MUSIC** | | | |  |
| Close contact and surface transmission  ⓶⓷⓸⓹ | Staff/Children may suffer contamination through close contact and virus picked up from surfaces | Prevent use of equipment that could transmit virus |  |  |
|  |  | Encourage outdoor play wherever possible |  |  |
|  |  | Rota and segregation for outdoor space to maintain distancing | Each year group has an allocated outdoor area. |  |
|  |  | Rota for cleaning play equipment |  |  |
|  |  | No singing, wind or brass instrument playing |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **COMMENTS OR CONCERNS**  Children will use climbing equipment on a rota that will allow at least 72hrs between different year groups using the equipment. | | | |  |
| **MEAL TIMES**  <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely> | | | |  |
| Close contact and surface transmission  ⓸⓹ | Staff/children/ Catering staff cross contamination by being too close or picking up the virus from surfaces | Hot / cold pack lunches to be eaten in classroom to avoid queues or large groups congregating at meal times | Lunch time staff will be allocated to a particular year group. |  |
|  |  | System in place to collect lunch boxes; ensures distancing can be maintained |  |  |
|  |  | Catering staff treated as a group |  |  |
|  |  | All food waste must be disposed of in black bags/compostable bags |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood)**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Parents informed of meal time systems and allocated outdoor areas provided for different year groups. | | | | |
| **CHILDREN WITH COMPLEX NEEDS**  <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people> | | | | |
| Risk of cross contamination when dealing with children with complex needs  ⓷⓸⓹⓺ | Anyone in building could be exposed to virus through close contact and airborne transmission | **Please refer to guidance already provided and refer queries to Rebecca** | Have available, and ensure staff are trained, in a risk assessment to enable personalised provisionand personalised management plan to include use of PPE |  |
| Access/egress in building  ⓹ | Staff/Children/ Contractors |  |  |
| **TOILETS - REPEAT FOR EACH TOILET BLOCK**  <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>  [https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands](https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/) | | | | |
| Toilets  ⓶⓸⓹ | Staff/Children/ Contractors | Ensure cleaning rota in place | Pupil Groups to be allocated a set of toilets for their sole use. These will be colour coded for each group.  Regular and clear reminders and instructions and posters to remind  Cleaning rota on wall, signed off when cleaned and spot checked - JU |  |
|  |  | Process in place to ensure adequate supplies of cleaning materials at all times |  |  |
|  |  | Rota for use of toilets to minimise number of people at any one time and maintain distancing |  |  |
| Hand to mucous membrane transfer (eyes, nose, mouth)  ⓶⓷⓸ | Staff, Children & Contractors | Ensure bins in place and used to safely dispose of paper towels and process for regular collection to prevent overspill |  |  |
|  |  | Ensure adequate supply of paper towels and wipes |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREA OF CONCERN**  Satisfied that each group of children have their own allocated toilets and sinks. All systems are in place. | | | |  |
| **MAINTAINING HYGIENE**  <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings> | | | | |
| Hygiene practices  ⓶⓷⓸⓹ | Transmitting virus through lack of rigorous preventative measures | Do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum |  |  |
|  |  | Ensure sufficient washbasins so everyone is able to wash hands regularly |  |  |
|  |  | Supervise young children washing their hands to prevent ingestion and ensure thorough washing |  |  |
|  |  | Build washing hands and ‘catch it kill it bin it’ into the culture | ‘catch it kill it bin it’ signs displayed. |  |
|  |  | Enhance cleaning regime for busy areas |  |  |
|  |  | Ensure the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly |  |  |
|  |  | Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative |  |  |
| Surface transfer  ⓸ | Staff, Children & Contractors | Ensure surfaces are wiped at regular times |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Staff are all aware of the cleaning systems and charts are displayed on each classroom door to record a log of the cleaning undertaken. | | | | |
| **USE OF PPE – order via estates**  [https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)  <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe> | | | | |
| Ensuring safe and effective use of PPE  ⓶⓺ | Staff using PPE in appropriately may be infected | Ensure everyone is aware of and understands Ebor and HSE guidance on use of PPE |  |  |
|  |  | Ensure sufficient PPE available |  |  |
|  |  | Ensure process in place for safe disposal of PPE |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  All PPE in place, posters displayed and staff aware. | | | | |
| **CONTRACTORS** | | | |  |
| Contractors may bring covid in  ⓵⓹⓺ | Staff, Children & Contractors | Ensure booking system in place for contractors |  |  |
|  |  | Ensure declaration is signed prior to entering site |  |  |
|  |  | Ensure contractors aware of and follow Ebor guidance on H&S procedures during Covid |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Contractors are working in a sectioned off area of the school building so are not in close proximity to staff or children.  We have a copy of the contractors risk assessment and we have allocated them five parking spaces. | | | |  |
| **CARETAKING**  [**https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm**](https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm)  [**https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm**](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) | | | |  |
| Site Safety and Provision  ⓹⓺ | Reopening after summer break | Ensure all the usual preterm building checks and caretaker compliance checks are undertaken to make the school safe |  |  |
| Water Systems | Flushing of Cold and Hot Water | Ensure that all cold and all hot water outlets are flushed |  |  |
| Kitchen Water Systems | Flushing of Cold and Hot Water and Cycling of Appliances | Ensure that all cold and hot water outlets are flushed and appliances have had 1 full cycle of use |  |  |
| Statutory Checks | In House Statutory Checks In Place | Ensure all checks in place report immediately to Andy Roberts if lack of staff make this impossible to manage locally |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Caretaker is fully up to date and has all necessary information. | | | |  |
| **GENERAL CLEANING**  [**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) | | | |  |
| Cleaning protection  ⓸⓺ | ALL | Ensure cleaners wear minimum of disposable gloves and aprons for cleaning. Offer use of masks as cleaning causes the possibility of airborne fluid |  |  |
| Surface transmission  ⓸ | ALL | All cleaning cloths to be disposed of daily and mop heads should be of the disposable type or sterilised daily. |  |  |
| Surface transmission  ⓸ | ALL | Areas of common use, such as corridors and toilets to be cleaned regularly throughout the day |  |  |
| General cleaning  ⓸ | ALL | Schedule frequent cleaning of shared resources, books, toys etc |  |  |
| General cleaning  ⓸ | ALL | Implement a cleaning log to track cleaning frequency of bathrooms, classrooms and communal areas |  |  |
| Cleaning materials  ⓸ | ALL | Disposal of cleaning materials by double bagged Covid method |  |  |
| Surface  transmission  ⓸ | Spaces used by more than one class or group | Ensure these are cleaned between use |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Satisfied that disposable mops, dusters and cloths will be used by all cleaners. Confident that all staff understand the systems for cleaning, spot check will be carried out LM. | | | | |
| **TOUCHPOINT CLEANING** | | | |  |
| Airborne and surface transmission  ⓸ | ALL | Regular enhanced cleaning during the day of all high frequency touched areas such as door handles, toilet areas, hand rails etc. Instruction leaflet to be read by all employees and any queries to Andy Roberts |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  Satisfied that staff are fully aware of duties regarding cleaning in each group’s classroom. Spot checks carried out LM. | | | | |
| **CLEANING FOLLOWING SUSPECTED COVID CASE** | | | |  |
| Airborne and surface transmission  ⓶⓸⓹⓺⓻⓼⓽ | ALL | Ensure all staff area aware of Ebor guidance on enhanced cleaning and use of PPE |  |  |
|  |  | Change process for managing outbreak to ensure that after any confirmed outbreak Public Health are informed |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  All staff to read the instruction leaflet for enhanced cleaning routine and sign to say they have read, understood and will adhere to the instructions. | | | | |
| **WASTE MANAGEMENT PPE**  [**https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control**](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control) | | | |  |
| Airborne and surface transmission  ⓶⓸⓺ | ALL | All outer packaging must be removed and recycled before an item is taken into school |  |  |
|  |  | All food waste must be disposed of in black bags/compostable bags |  |  |
|  |  | Soiled clothing must be put into alginate bags and then into relevant outer bags - double bagging not required |  |  |
|  |  | Disposal of all waste related to possible or confirmed cases should be classified as infectious and the Ebor Covid-19 disposable method used |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **AREAS OF CONCERN**  All staff to read the instruction leaflet for enhanced cleaning routine and sign to say they have read, understood and will adhere to the instructions. Pedal bins to be used only for PPE. | | | | |
| **MANAGING PREMISES**  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools> | | | |  |
| Statutory compliance has not been completed due to availability of contractors | Everyone on site | Ensure all contractor statutory checks are up to date; immediate reporting to Andy Roberts where they have not been |  |  |
|  |  | Process in place to ensure contractor statutory checks continue as scheduled and report immediately to Andy Roberts |  |  |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | **Likelihood**  Minor | **Impact**  Possible | **Score**  6 |
| **Areas of concern**  **This risk assessment is to be shared with all members of staff and a signed record will be kept to say they have read, fully understand and will adhere to this risk assessment.**  **This is an active document that will be constantly amended as we refer to guidance updates. Observations will also inform this document as parents/children/staff adjust to the new systems in place.** | | | | |

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| **POLICIES** | | | | | |
| Existing policies on safeguarding, health & safety, fire evacuation, medical behaviour & other policies current | Everyone | All relevant policies to be reviewed for Covid 19 with implications for schools and are fit for the current circumstances  Staff and children briefed accordingly |  |  | <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020> |
| Emergency evacuation whilst maintaining social distancing | Staff/Children/ contractors , close contact transmission | Establish a plan for emergency evacuation which, where practicable maintains social distancing. share with staff once plan devised  Put new / additional signage out if required  PEEPS should be reviewed and amended accordingly.  We have been provided with a copy of the contractors risk assessment and they have been allocated parking spaces. |  |  | <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak> |
| Administering First Aid & administration of medicines safely  Close contact and surface transmission | Staff/Children. Contamination through close contact | Children to be directed where applicable (but supervised) to undertake own first aid (e.g. washing grazes, application of self-adhesive dressings).  Ensure adequate supply of PPE is available for use by If first aider should they need to get closer to injured party/suspected infection with Coronavirus.  Guidance provided to 1st aider on how to assess or treat they are to wear disposable aprons, gloves, face masks.  1st aider to confirm to say they have received and understood instruction.  General PPE signage as reminder.  Process in place to undertake temperature checks.  Digital Thermometer Gun Non-Contact Infrared IR Laser Forehead Temperature  and PPE available.  Provide instruction to staff and notify parents that Children with a cough must be sent home –reminders to staff in daily briefing. |  |  |  |
| **Suspected case of COVID-19 in School**  Close contact and surface transmission | School Staff/Teachers/Parents/Visitors to School | Flowchart for procedure has been shared with staff and is displayed across the school.  Ensure staff have been instructed on how to deal with a suspected case of Covid through briefings and reading material.  Process in place for contacting parents.  Room set aside for symptomatic children (ideally with a window that can be opened to provide ventilation).  2m distancing should be available / marked out in the rooms.  Process in place to move a symptomatic child to a separate room.  Masks available for supervising adult in the isolated area.  Contingency plan in place so the  area where the person has been, can be isolated.  Accountability allocated for secure deep cleaning of any areas affected, with training given and PPE provided. |  |  | <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19#what-to-do-if-someone-develops-symptoms-of-coronavirus-covid-19-whilst-at-an-educational-setting>  <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings#principles-of-cleaning-after-the-case-has-left-the-setting-or-area> |
| **HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)** | | | **Impact**  **Minor** | **Likelihood**  **Possible** | **Score**  6 |
| **COMMENTS OR CONCERNS**  All policies in place, shared with staff and displayed on the school website as required. | | | | | |