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| COVID-19 – School Return Risk Assessment |
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| Location / Site | |
| SHAWCLOUGH PRIMARY SCHOOL | |
| Activity / Procedure | |
| YEAR 5 RE-OPENING | |
| Assessment date | |
| 19/5/2020 – to be updated regularly | |
| Assessment serial number | Insert local serial/identification number for future reference |
| 2/2 | |

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|--------------------------------|------------|
| Identify people at risk | |
| Employees | YES |
| Children | YES |
| Visitors | YES |
| Contractors | YES |

Government guidance states for schools states:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (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.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL HEALTH & SAFETY

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings 0 published 11th May 2020

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Lack of social distancing in the classroom resulting in direct transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Reduce the number of children in the classroom to enable social distancing (no more than 15) children in the first instance 2. Remove excess furniture to increase space if space to do so to unused areas 3. Children keep to their desks when in the room 4. Social distancing charter created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom etc) 5. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance (normal behaviour policy sanctions) 6. Children isolated if cannot adhere to charter and spoken to re the need for social distancing, persistent issues with distancing – risk assess child for home schooling 7. Lessons planned for individual work (not pairings or group work) 8. Feedback – using large whiteboard/interactive whiteboard not close interaction 9. Mark out an area for the teacher – 2m distancing at front of room 10. Children to use same desk if returning next day 11. Teacher and TA are assigned to these children and stay with these children throughout the day (and on sub-sequent days) 12. Children stay in the classroom for majority of the day and not mix with other groups 13. Bags not to be brought, coats on back of chair, lunchboxes kept in tray on children’s tables | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL HEALTH & SAFETY

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|---|---------------|---|-------------------|
| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Toilet bands / signing board used and only one boy and one girl allowed to go to toilet at a time – middle sinks closed for handwashing 2. Allocated toilets for different groups of children 3. Hand gel used after toilet use as well as washing hands 4. Extra Signs in toilet re washing hands 5. Extra soap ordered to ensure we do not run out | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL HEALTH & SAFETY

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|---|---------------|---|-------------------|
| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Lack of social distancing waiting to enter classroom in morning resulting in direct transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Markers outside the classrooms for the children and parents to wait – more than 2 metres apart as more than one person 2. Only 1 person to drop off per child 3. Allocated door for parents to arrive and leave from 4. Face coverings advised when on school paths when dropping off and picking up 5. Instructions shared re social distancing between families in the morning with parents and children 6. Signage for parents and children displayed outside the classroom 7. Hands washed on entry and exit to building 8. SLT to be on duty to supervise 9. Staggered drop off and pick up times for different year groups | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL HEALTH & SAFETY

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Staggered playtimes and allocated play area in the first instance 2. Reduced playtime equipment (no use of fixed equipment)– hard surfaces and can be easily cleaned 3. Games discussed which encourage social distancing – football passing, catch etc to be disinfected after each use 4. Staff supervision throughout – actively encouraging and insisting on social distancing 5. Children practice talking 2 meters apart – modelled by staff | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Lack of social distancing when eating lunch resulting in direct transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Children eat in their classrooms children use own water bottle in Yr 2-6 TA to put in dishwasher daily, children use disposable cups in EYFS/YR1 2. Children asked to bring packed lunch in first instance – packed lunches kept in child’s tray on table 3. Meals brought to their classroom – grab bag sandwich service and disposable items only fruit etc distributed by class leader | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL HEALTH & SAFETY

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Lack of social distancing in the corridors resulting in direct transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> Children staying in their classroom and accessing outside from nearest door One child going to toilet at one time Messages to office via walkie-talkies/email/phone installation in class Staff use empty classrooms and alcoves to maximise the distance between each other Children to move minimally around school Agree instructions with children concerning going and returning to toilet When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice this in the first few days | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Contact of shared resources resulting in indirect transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> Packs of stationary in own trays for personal use Tubs of resources for individuals if needed – maths cubes etc Resources sterilised each night and left to dry if not same person using them the next day Tables, door handles and other surfaces cleaned with sterilised twice daily Lessons planned so resources are individual and not shared – or on white board Resources on tables ready for lesson and not distributed within the lesson Plastic packets used for individual resources Children encouraged to wash hands before lessons and after each lesson | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL HEALTH & SAFETY

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Emotional distress of the children | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Children to have class teacher and TA (if possible under vulnerable staff guidance) in the first instance 2. Small numbers of children to support their emotional need 3. Reduced time in school to ensure transition is successful from home to school 4. 2 metre social distancing ThInc provision available for children who are distressed 5. PSHCE curriculum to be delivered every day to support children’s well-being – slowly increasing the cognitive load | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Emotional distress of the staff – including anxiety | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. Small group Staff sessions to discuss concerns and shared control measures 3. Sharing of support helplines 4. At least one SLT member of staff on site every day for staff to share concerns with 5. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 6. Separate risk assessment for the office area 7. Designated “staff areas” for different groups of staff – chairs socially distanced 8. Planned time for planning and preparation within the week especially for those with children in school 9. Extremely vulnerable staff (Shielding) work from home 10. Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| <p align="center">Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus</p> | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Support for children with behaviour difficulties via risk assessment 2. Children with restraint and display spitting, biting etc. to be home schooled 3. Masks available for staff to use 4. Extra disposable aprons ordered 5. Extra gloves ordered 6. Some visors also ordered if needed 7. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p> | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL HEALTH & SAFETY

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| Identify hazard | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| Control measures | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Hand gel dispenser available– COSHH sheets and safe use required 2. Hand gel order in large quantities 3. Extra soap dispensers and re-fills in each classroom 4. Children hand wash on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze 5. Washing hands posters placed in all washing areas 6. Reminders how to wash hands properly – videos and posters 7. Procedure agreed for children to wash hands so thorough hand washing | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Identify hazard | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| Risk of infection due to lack of cleaning resulting in indirect transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| Control measures | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day 2. PPE will be worn by all cleaning staff 3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission 4. Soft furnishings and soft / cloth toys will be removed from use in classrooms 5. Deep cleaning of Year classrooms as used by the Keyworker children before re-opening 6. Cleaners to return to work before the school re-opens | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

SHAWCLOUGH COMMUNITY PRIMARY SCHOOL HEALTH & SAFETY

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| <p align="center">Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus</p> | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home 2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children. 3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| OVERALL level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| Assessor's comments | | Insert comments relevant to findings as appropriate | |
| | | | |

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|-------------------------|------------------------------|-------------|
| Name of assessor | Signature of assessor | Date |
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| Manager's comments | Insert comments relevant to assessment as appropriate |
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| Name of manager | Signature of manager | Date |
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| Risk assessment reviews | Set future review dates & sign/comment upon completion |
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