

Staffordshire County Council General Risk Assessment Record Form

1. **Section/Service/Team:** St Peter's Primary School2. **Assessor(s):** Sarah George/ SLT3. **Description of Task/Activity/Area/Premises etc.** ...Corona Virus - **RETURN TO SCHOOLv3.**

What are the hazards?	Who might be harmed and how?	What are you already doing? List the control measures in place	What is the risk rating – H, M, L? See section 5
Gatherings Social Distancing	<ul style="list-style-type: none"> Staff Pupils Contracting virus Flu Like Symptoms Shortness of breath Fatality	Parents at the beginning and end of the school day:- <ul style="list-style-type: none"> Alphabetised staggered starts and ending times with siblings able to start at the same time. Rota (Appendix 1) Children to hang limited items on peg then go to classrooms where wash hands. If congested sit in own seat to wait to be called up. Y6 / F2 sanitise as no running hot water. Children join in activity – dance / handwriting / spelling / maths fluency when arrive. Same activity is repeated at the end of the day as children leave. 	
Gatherings Social Distancing	<ul style="list-style-type: none"> Staff Pupils Contracting virus Flu Like Symptoms Shortness of breath Fatality	Corridors:- <ul style="list-style-type: none"> 1 bubble only in corridor Staff to lead children to and from playground to ensure bubbles don't cross over Toilet times / rotas adjusted so that congestion doesn't happen. Adults to wear masks / visors in communal spaces. Assemblies:- <ul style="list-style-type: none"> Classes to remain in room for assembly – rota of staff / visitors leading assemblies / assemblies via zoom. Classroom:- <ul style="list-style-type: none"> Children to enter room in a staggered manner. Teaching activities to reduce movement around the room. Desks can be spread out into carpet area to increase distancing 2 child per desk and desks in rows facing forward Layout of desks need to ensure easy evacuation. Staff must be aware they should not be in close, face to face contact with pupils. 1-1 support staff to complete more shoulder surfing activities – looking at work then moving away so as to minimise contact. Any face to face activity staff must wear a mask / visor. 	

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Gatherings Social Distancing	<ul style="list-style-type: none"> • Staff • Pupils Contracting virus Flu Like Symptoms Shortness of breath Fatality	Wrap around provision:- <ul style="list-style-type: none"> • To continue with staff risked assessed to do so. • In hall with bubble tables. • Limited activities – Bing, films, colouring (set of colours needed) • Food hygiene practises followed. • Snack choices are those that are individually wrapped. • Outside used as much as possible with possible blurring of bubbles in open air. • Booking only – no cash • Breakfast club go to classroom from 8:35am 	
Gatherings Social Distancing	<ul style="list-style-type: none"> • Staff • Pupils Contracting virus Flu Like Symptoms Shortness of breath Fatality	Playtime :- <ul style="list-style-type: none"> • Use all the school grounds to provide large space to play in. Rota Appendix 2/3 • Split playtimes. Staff Meetings:- <ul style="list-style-type: none"> • To sit around the edge of the classroom / hall. Staffroom:- <ul style="list-style-type: none"> • Staff to leave a chair space between themselves – chairs removed and labelled. • One staff member in the kitchen area • Dishes to go straight into dishwasher – to be put on for 2hrs rather than 30mins. • Split lunch considered if necessary. • Snug to be considered to be used as staffroom. • No dishes must be left in sinks – everyone responsible for own dishes. 	

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<p>Spread of Germs</p>	<ul style="list-style-type: none"> • Staff • Pupils • Public • Contractors <p>Touching a surface or object that has been contaminated.</p> <p>Directly transferred by coughing and sneezing.</p> <p>Contracting virus Flu Like Symptoms Shortness of breath Fatality.</p>	<p>Reduce the number of items the children / staff come into contact with.</p> <ul style="list-style-type: none"> • Own stationary • No school bag only wipeable book bag provided by school. • Personal tray with majority of books to use in. • Ipads designated per class – anti bacterial wipes after finished. • Use own chair/ table all day • Laptops – anti bacterial wipes after finished. • PE kept to athletics, football, dance / aerobics, cross country. • Doors which can safely be kept open are – classroom, corridors – nominated person closing main doors. Children / staff to come into school through open door. • Toilet – wash hands before and after use – posters to remind. • Set equipment for use for each bubble at playtime. • PPA reviewed – 1 subject in the afternoon instead of three but and three week rotation instead so nothing missed. • Find out if any Nursery child accessing more than one setting and encourage just to use one. • Office staff to complete staff register daily. • F1/2 provision will be as normal for their age group but enhanced cleaning will be in place, reduction of equipment out as well as enhanced hygiene. • No volunteers until half term. • No public / overnight trips until ok by DfE • Bins with lids in each classroom. • Intervention groups? <p>PPE</p> <ul style="list-style-type: none"> • Use face masks when administering first aid or intimate care. • Decide on line to take with EYFS pupils and toileting accidents. <p>Uniform</p> <ul style="list-style-type: none"> • Normal uniform ok from September • Children to attend in PE kit on days where that is being taught. <p>Contractors / Public</p> <ul style="list-style-type: none"> • Contractors must have made prior appointment to ensure they can enter safely. • No public allowed on site <p>Cleaning</p> <ul style="list-style-type: none"> • Wipes available near common used areas – key panel, photocopier, front door • Number of staff using computer / phones limited. • Focus areas for cleaning each day including – common touch points, door handles, chairs, desks, computers, phones, white board pens, • Regular wipe down of tables and chairs by staff throughout the day. • Cleaner in for enhanced clean after lunch. • Pupils clean hands when they arrive, return from break, before and after dinner and if they change rooms. (younger pupils will need to be supervised so don't ingest 	<ul style="list-style-type: none"> •

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<ul style="list-style-type: none"> Wellbeing / mental health 	<ul style="list-style-type: none"> Staff Pupils Families 	<p>Identify vulnerable pupils</p> <ul style="list-style-type: none"> Contact throughout school shutdown those pupils the school has deemed as vulnerable – list in place. If in our power invite these pupils back into school first. <p>Bereavement</p> <ul style="list-style-type: none"> Explore counselling available Discussions in class / assemblies Taking part in memorial activities / services Find out from parents if any additional bereavements other than AC. <p>DV / Safeguarding</p> <ul style="list-style-type: none"> Review vulnerable list – take part in conversations with pupils as they return to school these need to be ongoing highlighting school as a safe space. Briefing with staff on return – how to spot concerns, what to do, pupils who have been most at risk Highlight any unexpected behaviour for the child to DSL and Deputy DSL. <p>Separation Anxiety / Anxiety about coming to school.</p> <ul style="list-style-type: none"> Ask staff to identify children Contact parents to discuss personal return to school plan. Videos from key worker children saying how safe it is in school sent out. Email to pupils to excite them to come back to school. Rebuild friendships Improve physical and mental well being Engage external support when necessary Staff access to resilience hub. <p>Different Experiences</p> <ul style="list-style-type: none"> Allow children time to discuss what they have been up to and value what they are saying – they will need to do a lot of talking. Staff to be aware not to put anyone down who has not been able to do planned in work. First week into school to be about what we have done – time capsule activity. Pupils not to feel under any stress about doing well in tests – not to be planned in. Key worker children to be aware of new expectations and reductions of freedoms they have had before it happens. 	<ul style="list-style-type: none">

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Expectations of work on staff / pupils (linked to above)	<ul style="list-style-type: none"> Staff Pupils 	<p>Staff</p> <p>Workload</p> <ul style="list-style-type: none"> Limited planning, marking expected as staff have been working throughout shut down. <p>Curriculum</p> <ul style="list-style-type: none"> Gradual reintegration of children to formal lessons. Wk 1 find out what they have been doing Wk 2 informal assessment Wk 3 normal maths lessons with English integrated into topic. Wk 4 maths and English lessons taking place with afternoon based creatively around topic. Following what we planned to cover ie Greeks KS2 <p>Assessment</p> <ul style="list-style-type: none"> No formal testing to start with. Gaps analysed through discussions, verbally, through other mediums ie written work for topic. <p>PPA</p> <ul style="list-style-type: none"> Depends on rota in place and which class returns first . <p>On site</p> <ul style="list-style-type: none"> Staff to be risked assessed to return to school – this may include being tested. Those who can not still need to be continuing with work from activities list. Staffing levels on site during transition will be kept to a minimum. <p>Pupils</p> <p>Stamina</p> <ul style="list-style-type: none"> Children will have reduced the amount of time they can concentrate / write for and staff need to be mindful of this when giving out activities. <p>Routines</p> <ul style="list-style-type: none"> Children need to know the new routine expected of them even if it is not yet what it used to be like. Staff to provide clear guidelines for class. This will also ensure that pupils are aware of expectations for behaviour. As children reset body clocks lateness will not be an issue. (wk1/2 only) Afternoon breaks can be brought in for KS2 	<ul style="list-style-type: none">
Changes to safeguarding practises with new systems	<ul style="list-style-type: none"> 	<p>Fire drill</p> <p>Staff on site</p> <p>Open doors</p> <p>Review other risk assessment alongside this document.</p>	<ul style="list-style-type: none">

What are the hazards?	What further action is necessary?	By whom?	By when?	Action Completed	What is the risk rating now – H, M, L? See Section 5

4. Tick (✓) if any of the identified hazards relate to any of the following specific themes: If any are ticked a specific risk assessment form must be completed separately. For example a COSHH form must be completed if a hazardous substance is used.

Hazardous Substance	Manual Handling	Display Screen Equip	Fire	Work Equip / Machinery	Stress	Individual Person <small>Such as Young Person New/ Expectant Mother or Service User</small>
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5. Risk Rating

The risk rating is used to prioritise the action required. Deal with those hazards that are high risk first.

Risk Rating	Description	Action Priority
High	Where harm is certain or near certain to occur and/or major injury or ill-health could result	Urgent action
Medium	Where harm is possible to occur and/or serious injury could result e.g. off work for over 3 days	Medium priority
Low	Where harm is unlikely or seldom to occur and/or minor injury could result e.g. cuts, bruises, strain	No action or low priority action

6. Assessment**Signature of Assessor(s):****Signature of Line Manager:** Sarah George

Date Created	5.5.2020	Review Date	After first week back
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7. Communication and Review

This risk assessment should be communicated to all employees and relevant persons who may come into contact with the hazards being assessed. The assessment must be reviewed annually or following a significant change, accident or violent incident.

This Document has been shared with:

Teaching, Support staff and Office staff	•	Contractors	
Site technician	•	Pupils	•
Lunchtime supervisors	•	Parents	•

Date Reviewed	29.6.20 12.7.20 2.9.20 23.10.20 4.1.20	Amendments	In yellow – changes In red – Points to note.	Review Date	
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