

September back to school risk assessment

RISK ASSESSMENT DETAILS		RISK RATING & EVALUATION OF RESIDUAL RISK																																	
	Ebor Academy Trust																																		
Academy																																			
TITLE OF RISK ASSESSMENT	Covid 19 Risk Assessment TPA																																		
DETAILS OF ACTIVITY																																			
RISK ASSESSMENT LOG REF																																			
OTHER RISK ASSESSMENTS CROSS REFERENCED*																																			
WORKPLACE INSTRUCTION REF																																			
DATE OF ASSESSMENT	09/9/20																																		
MANAGER CARRYING OUT RISK ASSESSMENT	Justin Reeve																																		
NAME OF EMPLOYEE CONSULTED	Andy Roberts/Grace Jess																																		
LOCATION OF ACTIVITY	Tockwith CE Primary																																		
Headteacher / Principal Please sign to confirm you understand the risks and are taking the precautions necessary to reduce the risk.																																			
Signature Justin Reeve		Date 09/09/20																																	
		<p>Assessing level of residual risk = impact x likelihood</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">IMPACT</th> <th colspan="3">LIKELIHOOD</th> </tr> </thead> <tbody> <tr> <td>Catastrophic</td> <td>People in immediate danger (5)</td> <td>Highly Probable</td> <td>The event is extremely Foreseeable (5)</td> <td>More likely to occur</td> </tr> <tr> <td>Major</td> <td>Harm is more likely than not (4)</td> <td>Probable</td> <td>The event is very Foreseeable (4)</td> <td></td> </tr> <tr> <td>Moderate</td> <td>Harm is likely (3)</td> <td>Possible</td> <td>The event is Foreseeable (3)</td> <td></td> </tr> <tr> <td>Minor</td> <td>Harm is unlikely (2)</td> <td>Unlikely</td> <td>The event is not very Foreseeable (2)</td> <td></td> </tr> <tr> <td>Insignificant</td> <td>Remote chance of dangerous harm (1)</td> <td>Remote</td> <td>The event is unforeseeable (1)</td> <td>Less likely to occur</td> </tr> </tbody> </table>				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
IMPACT		LIKELIHOOD																																	
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		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:

- ① 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
- ② clean hands thoroughly more often than usual
- ③ ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- ④ introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- ⑤ minimise contact between individuals and maintain social distancing wherever possible



⑥ 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:

⑦ engage with the NHS Test and Trace process

⑧ manage confirmed cases of coronavirus (COVID-19) amongst the school community

⑨ 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:

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

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. <i>If you propose to accept the risk as you are unable to mitigate it, please note this.</i>	PLEASE DETAIL ANY LIMITATIONS AS A RESULT OF YOUR ENVIRONMENT. <i>If you feel preventative measures are not possible or appropriate, please state this along with your reasons</i>
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 ①⑤	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	STaff to be reminded of social distancing policies in meeting areas such as staff room and back room. Don't be a contact campaign. Be responsible. 15 mins within 2 m distance	

			1 minute for face to face contact.	
		Signage to remind about distancing		
		Ensure staff are aware of procedures	RA to be delivered to all staff on 1st training day.	
		Encourage engagement with test and trace	Staff reminded	
Social distancing ①③⑤	Unavoidable contact may lead to transmission	PPE guidance provided by CST to be read by all employees (in class packs), guidance sought where unsure		
Wellbeing	Pressure on staff due to concerns or workload	Ensure staff are aware of wellbeing support that is available	SS and JP to take overall responsibility for Staff Well Being. Staff meeting to address conversations. Reminder of Shay work.	
		Regular one to ones with staff to discuss wellbeing	JR to facilitate ongoing 1-1's	
Allergies may be mistaken for Covid causing concern ③⑥	Anxiety may be caused	Surgical masks available if required	In class packs Visors will be delivered to school on Monday 7th in the afternoon. One for each member of staff.	
Lack of staff due to	Inability to continue teaching	Robust plans in place to switch to online learning	Google classroom and seesaw up and running. Necessity for Reception children to be logged on ASAP.	



unplanned absence			Staff to be adaptable and reactive to changes in staff absence.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood	Impact	Score
		2	2	4
AREAS OF CONCERN Track and Trace 10 day isolations and covering classes.				
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 ①②③⑤	Transmission of virus through close contact	Schools to develop plans for group sizes and maintaining consistent group sizes	1 form entry school. Classes limited to their own classrooms and toilets. Key Stage bubbles.	
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'	Covid post recovery plan for 8 weeks to be in place - first week focus on new rules and expectations.	

		Staff to reassure children and explain when needed		
		Additional support to be available to work intensely with children in particular at start of term	TA timetable - although this will be fluid.	
		Close monitoring and observation of children to identify any signs of distress	Health and Well being survey for all children in school in September. Analysed individually and pastoral support to be put in place. Revisited at the end of the half term.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 3	Score 6
AREAS OF CONCERN				
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 ①⑤	Virus may spread if too close contact	Minimise number congregating at same times by offering staggered start and end times where appropriate	2 Entry points to the school. Through main gates KS1 and through the Field gates KS2. This will mean no need for staggered starts. Children enter the class reception from 8.40 to reduce flow through gate and Depart at 3.05.	
		Allocate supervised group collection points	Reception to be picked up from the main gate 8.40 -8.45 Year 1 children to be dropped off in KS 1 playground and met by HK and SN - (8.45) (JR, HS or SC to be present at front entrance. Year 2 to meet at the tree grass area outside the front of school and picked up by RS who will take through to the classroom. RS to walk children back through the school to exit. No parents to be in office space between 3.10-3.15.	Updated to 4 bubbles now - Same arrival and departure routine for KS1. $\frac{3}{4}$ adn $\frac{1}{4}$ different as per letter home to parents. Dear Parents/ Carers, As of Tuesday 22nd September, we will be making some slight adjustments in how we are running our bubbles/communities in school. We are looking at increasing the number of



			<p>KS2 to have zoned areas of the playground where they are collected from/assemble. Children aim to be on time.</p> <p>Y3 patio area</p> <p>Y4 - under far basketball post</p> <p>y5 - middle of playground</p> <p>Y6 - near side under basketball post</p> <p>KS2 always enter through large metal gate and leave through the same one at a distance.</p> <p>Reception Class.</p> <p>The children will enter through the main gates with parents/carers and they will be met by Miss Murphy who will guide the children to the class where they will be met by Mrs Curry. There will be a slightly earlier drop off - 8.40 for reception children. Parents will then be asked to collect from the KS1 playground and will leave the playground through the entrance to the key stage 2 playground and leave through the smaller entrance to school next to the shed.</p>	<p>bubbles therefore lessening the number of the children in each bubble.</p> <p>From tomorrow, we will have the following bubbles:</p> <p>Reception/Year 1</p> <p>Year 2</p> <p>Year 3/4</p> <p>Year 5/6</p> <p>This will not impact on the children very much as Key stage 2 has been running this way since the start of term.</p> <p>Year 2 will still eat their lunch in the hall but will come in after Reception/Year 1 and each in a different area of the hall. Drop off and pick up arrangements will stay the same for Year 2.</p> <p>The difference you will see in the morning will be for Year 5 and 6 to enter through the left hand side of the gate and make their way to the area</p>
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				<p>outside their classrooms while Years 3 and 4 will enter through the right hand side of the gate and work their way to the far end of the playground, along the side of the playground where there teachers will greet them at the tree (3) and the far shed (4).</p> <p>At pick up, 5 and 6 will keep to their side of the playground and Year 3 will meet by the tree and Year 4 by the shed.</p>
		Ensure parents know they can't come onto site	Message to be sent out with reminders.	
		Put in place process for removing face coverings that may be used on arrival at school, ensure the process is known and followed	Office to put a message out about face coverings not to be used on school site.	
		Ensure children over 11 yrs are aware they must wear a mask on public transport		
Social distancing	Virus may spread if too close contact	Designated and marked out parking area for contractors and guests with safe distance		

①③⑤				
		Number of entrances/exits at site maximised and limited to groups where practical	See above	
Transport ①⑤	Pressure on public transport/ road network Ue of transport for school visits to be considered where appropriate	Encourage parents and children and young people to walk or cycle to their education setting where possible	Message to be sent out to parents. Walk to school week in week 3 Disposal of masks in school for children over 11	I have emailed NY transport to ask for confirmation about the school bus.
		Measures to prevent use of and crowding on public transport including staggered start and finish times	No stagger apart from reception.	
		Guidance given to early years Staff on dealing with soiled clothing	RA discussion	
		Area to change allocated, Bags to put clothing in provided	Need to discuss.	
Airborne transmission ①③	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	Prefill and then scan onto drive.	
		Health check questions to be asked before a child enters premises. Information to be securely stored with controlled	N/A	

		access and disposed of after a year		
Airborne transmission	Potential to infect others	Ensure staff are clear on the need to provide a doctors note for non attendance	Only 5-7 days	
Preventing those with specified health conditions from risks arising from attending ①②⑤	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		
Close contact and airborne transmission ①③⑤		Plan in place to ensure distancing can be observed during access and egress of building	Clear guidelines to parents and children about entry points. Sent on friday 4th	
Close contact and airborne transmission ①⑤⑥	Reception staff	Staff must operate behind their protected area	2 meter distance in place due to desks. Window to be used if needed	
Close contact and airborne transmission ①②③⑤	All staff, guests and contractors	Keep wipes by sign in screen to wipe after every touch / use		



Close contact and airborne transmission ①⑤	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	Table at the front entrance for items to be left on.	
	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	Instruct staff to use zoom or phonecalls where they can rather than face to face meetings. If parents visitors have to enter use inventory.	
		Ensure parents know they are not allowed to 'turn up' to school without an appointment	Parent Hub - Ebor documentation	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 3	Impact 3	Score 9
AREAS OF CONCERN				
MOVEMENT AROUND BUILDING				
Virus contracted whilst moving	Staff/Children/ Contractors	One way systems where possible	No child to be in the main school. Carlill suite - middle classroom to use disabled toilet and divider in the	

around building through airborne or close contact transmission ①⑤			corridor. All entry points to be externally accessed. No movement through school by children	
		No assemblies unless via hangouts or within class groups	Collective Worship to be delivered via zoom and for the first 8 weeks linked to the covid recovery plan.	
		Educate staff and children on voice control to prevent the need to shout. Use posters to reinforce	Part of RA given to the children.	
		Rotas and systems to avoid contact between groups	Lunchtime rotas to allow for food to be eaten in class with teachers then outside. KS1 and KS2 children not to mix. Key stage 1 children to eat in the hall -	UPDATE Year 2 top come into hall at 12.05. Sit in separate area and not mix, hence maintaining own bubble
		Pinch points and bottle neck points identified and managed accordingly.	All external doors to be used.	
		Identify where screens would help prevent transmission of virus		
		Signage in place to remind people and daily reminders from line managers	Could we put something on Inventory	We should be able to put something on the screen at sign in.
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR	Likelihood 2	Impact 2	Score 4	

THIS AREA(Potential Impact x Likelihood)				
AREAS OF CONCERN				
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	Set up to be modelled by JP and LW and shared with Staff. Hall to still be used to house excess furniture enabling greater space in the classroom	
①②③④⑤		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	Training on how to comment via google. Use seesaw where you can.	Mote will be useful here.
		Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces.	Chromebooks to be attached to children and no sharing.	
		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	KS1 and KS2 resources to be kept separately. PE to be organised in line with Long term plan to ensure resources are not shared across bubbles.	
		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	Staff to receive increased budget to ensure all equipment is only for the individual child. In drawers on floor under the table?	Does that mean ks1 need pencil cases
		Mark out areas to reinforce distancing		
		Daily awareness briefings by line managers, posters, manager spot checks	WhatsApp group to be used to ensure messages are consistent and regular. Factual	
Early Years and KeyStage One (Yrs 0-2) Preventing transmission of virus in the classroom through close contact or surface transmission ①③④⑤	Staff/children through close contact or picking it up from surfaces	Avoid time spent within 1 metre of a child	Guidance given under training on RA	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 3	Score 6
AREAS OF CONCERNS				

STAFF REST ROOMS				
https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres				
Close contact and surface transmission ④⑤	Everyone close contact or picking it up from surfaces	Rotas ensure distancing can be maintained in staff areas	2 staff rooms with facilities for making hot drinks.	Is this for the two key stage bubbles?
		Cleaning schedule in place to ensure equipment cleaned after use	Dishwasher rota.	
		Own utensils used	Staff to be informed. Washing of school utensils to be done by dishwasher. Surfaces to be kept clear and regularly cleaned.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 2	Score 4

AREAS OF CONCERN				
PLAY/ EXERCISE / MUSIC				
Close contact and surface transmission ②③④⑤	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	Bubble separation at lunchtimes/break. Staggered break time for phases?	Where do Y2 play? Patio by the big tree. Green spot - key stage 1 to be around the side of the garden Particularly when wet as the ks1 playground is too small for all 3 classes. Patio by the big tree?
		Rota for cleaning play equipment	Use of spray.	

			Metal equipment ok, wooden not to be used.	
		No singing, wind or brass instrument playing	No Music lessons in the first half term initially.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 3	Score 6
COMMENTS OR CONCERNS				
MEAL TIMES				
https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely				
Close contact and surface transmission ④⑤	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	Delivered to outside the classroom where they will be collected by teaching staff. 11.50 KS1 - Reception and Year 1 12.00 - Year 2 In the hall 12.00 KS2	Who stays with the slow eaters? Hutchisons staff to clear the hall.
		System in place to collect lunch boxes; ensures distancing can be maintained	Easy disposable items to be collected by staff and disposed of.	

		Catering staff treated as a group	Not to enter classrooms when children staff are present.	
		All food waste must be disposed of in black bags/compostable bags	removed at the end of lunch.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 2	Score 4
AREAS OF CONCERN Children to wash hands before eating. Students on free school meals to be provided with packed lunch delivered to classroom. Lunch to be eaten in classroom/ or outside if weather suitable.				
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	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	Any children who present with complex needs that could pose harmful or risk taking behaviour may wish to be considered for a risk assessment (eg spitting/biting/flight risk etc) in order to further personalise provision.	



③④⑤⑥			RA's to be evolved for the new normal for HS, RW.	
Access/egress in building ⑤	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				
Toilets ②④⑤	Staff/Children/Contractors	Ensure cleaning rota in place	Toilet check list.	
		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	Each class will have its own toilets. one at a time in the blocks.	
Hand to mucous membrane	Staff, Children & Contractors	Ensure bins in place and used to safely dispose of paper towels and process for regular collection to prevent overspill	Caretaker to be responsible for moving all bags at the end of the day.	



transfer (eyes, nose, mouth)				
②③④				
		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 2	Impact 3	Score 6	
AREA OF CONCERN				
MAINTAINING HYGIENE https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings				

Hygiene practices ②③④⑤	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	All classes have wash basins - ensure soap is always topped up.	
		Supervise young children washing their hands to prevent ingestion and ensure thorough washing	Children to line up at distance and then one after the other enter washing hands.	
		Build washing hands and 'catch it kill it bin it' into the culture	After all breaks children to wash hands on entry to the classroom.	
		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	All in cleaning pack for each classroom..	

Surface transfer ④	Staff, Children & Contractors	Ensure surfaces are wiped at regular times	especially around lunch time	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		Likelihood 2	Impact 3	Score 6
AREAS OF CONCERN				
USE OF PPE – order via estates https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care 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 ②⑥	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	In packs in each class.	



		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 2	Impact 3	Score 6
AREAS OF CONCERN				
CONTRACTORS				
Contractors may bring covid in ①⑤⑥	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 2	Impact 3	Score 6
AREAS OF CONCERN				

CARETAKING				
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				
Site Safety and Provision ⑤⑥	Reopening after summer break	Ensure all the usual preterm building checks and caretaker compliance checks are undertaken to make the school safe	AR to facilitate with Steve	
Water Systems	Flushing of Cold and Hot Water	Ensure that all cold and all hot water outlets are flushed	To be completed and recorded by Steve	
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	Sandra to be made aware.	
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		Likelihood 2	Impact 3	Score 6

THIS AREA (Potential Impact x Likelihood)				
AREAS OF CONCERN				
GENERAL CLEANING				
https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings				
Cleaning protection ④⑥	ALL	Ensure cleaners wear minimum of disposable gloves and aprons for cleaning. Offer use of masks as cleaning causes the possibility of airborne fluid	Supplies available in the caretakers room on the left hand side. Gloves in classroom packs	
Surface transmission ④	ALL	All cleaning cloths to be disposed of daily and mop heads should be of the disposable type or sterilised daily.	Instructions for Sandra	
Surface transmission ④	ALL	Areas of common use, such as corridors and toilets to be cleaned regularly throughout the day	Toilet cleaning - gloves and spray, apron. and checklist.	

General cleaning ④	ALL	Schedule frequent cleaning of shared resources, books, toys etc	Where used and sprayed down.	
General cleaning ④	ALL	Implement a cleaning log to track cleaning frequency of bathrooms, classrooms and communal areas	Laminate sheets to be completed and then emailed to staff.	
Cleaning materials ④	ALL	Disposal of cleaning materials by double bagged Covid method	Double bagged materials to be left in the bungalow passage way.	
Surface transmission ④	Spaces used by more than one class or group	Ensure these are cleaned between use	This will not be the case. Children will only be in their class or outside	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		Likelihood 3	Impact 3	Score 9
AREAS OF CONCERN				
TOUCHPOINT CLEANING				

Airborne and surface transmission ④	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	Caretaker to remove binbags. Staff to make classroom ready for cleaning so Sandra can maximise her time. Staff to have equipment to make touchpoint cleaning simpler and regular.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 3	Score 6
AREAS OF CONCERN				
CLEANING FOLLOWING SUSPECTED COVID CASE				
Airborne and surface transmission ②④⑤⑥⑦⑧⑨	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 3	Impact 4	Score 12
AREAS OF CONCERN				
WASTE MANAGEMENT PPE https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control				
Airborne and surface transmission ②④⑥	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	Purchase of appropriate sized bin bags for food waste after lunch.	
		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 2	Impact 3	Score 6	
AREAS OF CONCERN				
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	System with Ebor to ensure this has been completed.	

		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 3	Impact 3	Score 9	
Areas of concern				

POLICIES / EMERGENCIES					
Fit for purpose policies & procedures	Everyone	<p>All relevant policies to be reviewed for Covid 19 with implications for schools and are fit for the current circumstances</p> <p>All regular H&S policies being followed as normal</p> <p>Additional water checks done</p>	<p>Fire lists to be updated for each learning community. Laminated and put on the wall.</p>		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-wid



		Staff and children briefed accordingly Toolkit produced containing all new policies, procedures and guidance			er-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.	Where practicable maintain social distancing on evacuation routes. If impracticable priority is evacuation. PEEPS should be reviewed and amended accordingly.		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 1 st aider on how to assess or treat they are to wear disposable aprons, gloves, face masks	If first aider needs to get closer to injured party/suspected infection with Corona virus to assess or treat they are to wear disposable aprons, gloves, face masks Temperature checks to be carried out with disposable ear thermometers. To be		

		<p>1st aider to confirm to say they have received and understood instruction</p> <p>General PPE signage as reminder</p> <p>Process in place to undertake temperature checks</p> <p>Disposable forehead thermometers and PPE available.</p> <p>Provide instruction to staff and notify parents that Children with a cough must be sent home –reminders to staff in daily briefing</p>	<p>cleaned after each use.</p> <p>Children will bring their own sun cream which will remain in their tray and will administer their own sun cream. Each community will have sun cream for children who do not have their own sun cream. Staff to wear a mask, hold the bottle and spray the child, the child will rub the cream into themselves.</p>		
<p>Suspected case of COVID-19 in School</p> <p>Close contact and surface transmission</p>	<p>School Staff/Teachers/Parents/Visitors to School</p>	<p>Flowchart for procedure has been shared with staff and is displayed across the school</p> <p>Ensure staff have been instructed on how to deal with a suspected case of Covid through briefings and reading material</p> <p>Process in place for contacting parents where suspected case</p>			<p>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-while-at-an-educational-setting</p>



		<p>Room set aside for symptomatic children(ideally with a window that can be opened to provide ventilation)</p> <p>Masks available for supervising adult in the isolated area.</p> <p>Contingency plan in place so the area where the person has been, can be isolated</p> <p>Accountability allocated for secure deep cleaning of any areas affected, with training given and PPE provided</p>			<p>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</p>
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)			Impact 3	Likelihood 2	Score 6