

**Covid 19 Risk Assessment to support return of pupils**

**Objective: To ensure safety of staff and pupils**

**Date completed: 19/05/20 – Reviewed 1st March 2021**

**Reviewed by Governing Body 22/05/20**

**Government guidance source:**

* **Schools coronavirus (COVID-19) operational guidance (February 2021)**
* **Implementing protective measures in education and childcare settings, published 11 May 2020** [Guidance on implementing protective measures](https://eur04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3D45966f8d1e%26e%3Dd9a76e1fc1&data=02|01||4ce7b7b72a784a0834df08d7f66bb53f|84df9e7fe9f640afb435aaaaaaaaaaaa|1|0|637248814763836946&sdata=%2F%2BUo5qaSyPoXde0fsRilC%2Fl8g%2B7JK%2FHfWY9f4MNVxHs%3D&reserved=0)

**Government requirement:** ‘Every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings.’

‘Schools should therefore work through the hierarchy of measures set out in our guidance:

1. avoiding contact with anyone with symptoms
2. frequent hand cleaning and good hygiene practices
3. regular cleaning of settings
4. and minimising contact and mixing’

This risk assessment has been designed to meet the Government risk assessment requirements based on the criteria and framework above.

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|  | Risk not mitigated - unable to follow guidance or implement adequate controls |
|  | Risk partially mitigated – some actions outstanding |
|  | Risk mitigated – adequate controls in place and guidance followed |

| **Risk / Guidance Requirements** | **Controls/ procedures in place** | **Actions remaining** | **Status** |
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| 1. **Are effective procedures in pace to avoiding contact with anyone with symptoms** | | | |
| Has school adequately communicated to children, parents, carers and any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)) | Yes - see Re-opening Models  Letters sent 1st March regarding re-opening on 8th March |  |  |
| 1. **Are adequate procedures in place to ensure frequent hand cleaning and good respiratory hygiene practices** | | | |
| Is school ensuring that that sufficient handwashing facilities are available. Where a sink is not nearby, is hand sanitiser provided in classrooms and other learning environments | Yes - see Re-opening Models |  |  |
| Are procedures in place to ensure that all adults and children frequently wash their hands with soap and water for 20 seconds and dry thoroughly. [Review the guidance on hand cleaning] | Yes - see Re-opening Models |  |  |
| Are procedures in place to ensure that all adults and children clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing | Yes - see Re-opening Models |  |  |
| Are procedures in place to ensure that all adults and children are encouraged not to touch their mouth, eyes and nose | Yes - see Re-opening Models |  |  |
| Are procedures in place to ensure that all adults and children use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’) | Yes - see Re-opening Models |  |  |
| Has the school ensured that help is available for children who have trouble cleaning their hands independently | Yes - see Re-opening Models |  |  |
| Has it been communicated that there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting | Yes - see Re-opening Models |  |  |
| 1. **Are adequate procedures in pace to ensure adequate and regular cleaning of the school?** | | | |
| Have unnecessary items been removed from classrooms and other learning environments where there is space to store it elsewhere? | Yes – during summer holidays |  |  |
| Have soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) been removed? | This was carried out over the week beginning 18th May. |  |  |
| Has school communicated early with contractors and suppliers that will need to prepare to support plans for opening for example, cleaning, catering, food supplies, hygiene suppliers | Yes - see Re-opening Models  Chartwells have been contacted and school meal information shared with parents and carers  See Premises Checklist (COVID-19 Plan) |  |  |
| Has school discussed with cleaning contractors or staff the additional cleaning requirements and agreed additional hours to allow for this | Yes - see Re-opening Models and Deep Clean schedules |  |  |
| Is school following the COVID-19: cleaning of non-healthcare settings guidance | Yes - see Re-opening Models and Deep Clean Schedules |  |  |
| Are surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, being cleaned more regularly than normal | Yes - see Re-opening Models, Deep Clean, Daily Clean and Midday Clean Schedules |  |  |
| Are procedures in place to ensure that bins for tissues are emptied throughout the day | Yes - see Re-opening Models, Deep Clean, Daily Clean and Midday Clean Schedules |  |  |
| Are procedures in place to ensure where possible, all spaces should be well ventilated using natural ventilation (opening windows) | Yes - see Re-opening Models |  |  |
| Has school given consideration to propping doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation | Yes - see Re-opening Models |  |  |
| Has school considered the need to get in touch with public sector buying organisation partners (for example ESPO, ICP) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed | Yes, order completed 20th May 2020 and will be repeated as necessary | Repeat order as and when necessary |  |
| 1. **Are adequate procedures in place to minimise contact and mixing of pupils and staff** | | | |
| Have classes been organised in small groups of 15 or less? | Yes - see Re-opening Models |  |  |
| Have classrooms and other learning environments been organised to maintain space between seats and desks where possible? | Yes - see Re-opening Models |  |  |
| Has the timetable been refreshed to consider the following:   * decide which lessons or activities will be delivered * consider which lessons or classroom activities could take place outdoors * use the timetable and selection of classroom or other learning environment to reduce movement around the school or building * stagger break times (including lunch), so that all children are not moving around the school at the same time * plan parents’ drop-off and pick-up protocols that minimise adult to adult contact | Yes - see Re-opening Models, timetables and rotas for returning classes |  |  |
| Has school considered how children and staff arrive at school and taken steps to reduce any unnecessary travel on coaches, buses or public transport where possible (Note further Government guidance will shortly be published on safe travel) | Yes - see Re-opening Models |  |  |
| Has school told parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend | Yes - see Re-opening Models  Letter sent 1st March 2021 |  |  |
| Has school told parents and children their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) | Sent to parents in July |  |  |
| Has school made it clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) | Yes - see Re-opening Models  Letter sent 1st March 2021 |  |  |
| Has school also thought about engaging parents and children in education resources such as e-bug and PHE schools resources | We have been contacting Twinkl to see what signage they can offer. Teachers will use a range of resources to support teaching health and safety |  |  |
| Has school ensured parents and children are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). [Note further Government guidance will shortly be published on safe travel] | Completed Friday 22nd May |  |  |
| Has the Headteacher talked to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful | Yes - see Re-opening Models |  |  |
| Do procedures when open ensure that children are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days | Yes - see Re-opening Models |  |  |
| Do procedures when open ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, | Yes, whenever possible - see Re-opening Models |  |  |
| Do procedures when open, ensure that wherever possible children use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Has consideration been given to seating students at the same desk each day if they attend on consecutive days | Yes - see Re-opening Models |  |  |
| Has consideration been given to accessing rooms directly from outside where possible | Yes - see Re-opening Models |  |  |
| Has consideration been given to one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors | Yes - see Re-opening Models – there will be a one way system in Southwood, pupils and staff will keep to the left in both schools. Corridor dividers aren’t feasible in either school. |  |  |
| Has consideration been given to staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time | Yes - see Re-opening Models |  |  |
| Has consideration been given to staggering lunch breaks – do procedures ensure children clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible? Are tables cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms | Yes - see Re-opening Models |  |  |
| Do procedures ensure that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time | Yes - see Re-opening Models |  |  |
| Has it been noted that noting that some children will need additional support to follow these measures (for example, with meaningful symbols, and social stories to support them in understanding how to follow rules) | Yes - see Re-opening Models |  |  |
| Will outside space be utilised for exercise and breaks and for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff. | Yes - see Re-opening Models |  |  |
| Do procedures ensure that outdoor equipment should not be used unless the school is able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. [Read COVID-19: cleaning of non-healthcare settings] | Yes - see Re-opening Models |  |  |
| Do procedures support use of shared rooms, (such as halls, dining areas and internal and external sports facilities) for lunch and exercise at half capacity.  Note: If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance | Yes - see Re-opening Models |  |  |
| Do procedures stagger the use of staff rooms and offices to limit occupancy | Yes - see Re-opening Models |  |  |
| Has the use of shared resources been reduced by:   * limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children and staff * by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently * allowing practical lessons to only go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts | Yes - see Re-opening Models |  |  |
| Have parents and children been encouraged to walk or cycle to school where possible | Letter 1st March 2021 with reminder |  |  |

**Supporting Clinically Vulnerable and Clinically Extremely Vulnerable (shielding) staff and pupils**

Clinically Vulnerable

Government Advice: ‘Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.’

Clinically Extremely Vulnerable

Government advice: ‘Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work’

Living with a shielded or clinically vulnerable person

Government advice ‘If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.

If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.’

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| **Supporting Clinically Vulnerable and Clinically Extremely Vulnerable (shielding) staff and pupils** | | | |
| **Risk / Guidance Requirements** | **Controls / procedures in place** | **Actions remaining** | **Status** |
| Has school identified clinically vulnerable children and implemented procedures to meet the guidance above | Letter sent 1st March to check no new children are shielding |  |  |
| Has school identified clinically vulnerable staff and implemented procedures to meet the guidance above | Yes – following Staff Meetings on 13th and 18th May and LSA/Admin/LAB meetings on 14th May |  |  |
| Has the school identified extremely vulnerable children and developed appropriate support for their home learning / wellbeing | Welfare calls to be made to check this with all families |  |  |
| Has the school identified children who live in a household with a clinically extremely vulnerable person and implemented procedures to meet the guidance above | Welfare calls to be made to check this with all families |  |  |
| Has the school identified staff who live in a household with a clinically extremely vulnerable person and implemented procedures to meet the guidance above | Yes – following Staff Meetings on 13th and 18th May and LSA/Admin/LAB meetings on 14th May  See Re-opening Models |  |  |

**Staff Workload and Wellbeing**

Government advice: ‘Governing boards and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.

Senior leaders and boards will want to factor this into their resource and curriculum planning and consider where additional resource could be safely brought in if necessary.’

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| **Staff Workload and Wellbeing** | | | |
| **Risk / Guidance Requirements** | **Controls /procedures in place** | **Actions remaining** | **Status** |
| Has the Governing Board adequately supported staff workload and wellbeing and have they considered additional resource requirements if necessary | Yes – all staff thanked at Standards and Progress Meeting on 18th May and regularly since |  |  |
| Have senior leaders considered the wellbeing of staff and the need to implement flexible working practices | Yes - see Re-opening Models |  |  |