

September back to school risk assessment

RISK ASSESSMENT DETAILS		RISK RATING & EVALUATION OF RESIDUAL RISK																																																
<b>Academy</b>	Ebor Academy Trust	<p style="text-align: center;"><b>Assessing level of residual risk = impact x likelihood</b></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> <div style="background-color: #0070C0; color: white; padding: 5px; text-align: center; font-weight: bold;">                     What the final score tells you in relation to level of risk                 </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td style="background-color: #0070C0; height: 20px;"></td> <td>1 – 5</td> <td>Very Low</td> </tr> <tr> <td style="background-color: #00FF00; height: 20px;"></td> <td>6 – 10</td> <td>Low</td> </tr> <tr> <td style="background-color: #FFFF00; height: 20px;"></td> <td>12 – 15</td> <td>Medium</td> </tr> <tr> <td style="background-color: #FFA500; height: 20px;"></td> <td>16 – 20</td> <td>High</td> </tr> <tr> <td style="background-color: #FF0000; height: 20px;"></td> <td>21 - 25</td> <td>CRITICAL</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		1 – 5	Very Low		6 – 10	Low		12 – 15	Medium		16 – 20	High		21 - 25	CRITICAL
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<b>TITLE OF RISK ASSESSMENT</b>	Covid 19 Risk Assessment TPA																																																	
<b>DETAILS OF ACTIVITY</b>																																																		
September 2020: all children returning to school																																																		
<b>RISK ASSESSMENT LOG REF</b>																																																		
<b>OTHER RISK ASSESSMENTS CROSS REFERENCED*</b>	Positive Behaviour Health & Safety SEMP																																																	
<b>WORKPLACE INSTRUCTION REF</b>																																																		
<b>DATE OF ASSESSMENT</b>	21.09.20																																																	
<b>MANAGER CARRYING OUT RISK ASSESSMENT</b>	Amanda Devaney, Andy Roberts, Grace Jess																																																	
<b>NAME OF EMPLOYEE CONSULTED</b>	All staff and all governors																																																	
<b>LOCATION OF ACTIVITY</b>	Alderman Cogan's CE Primary Academy																																																	
<b>Headteacher / Principal</b> Please sign to confirm you understand the risks and are taking the precautions necessary to reduce the risk.																																																		
<b>Signature</b>	<b>Date</b>																																																	
A.Devaney	21.09.20																																																	

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

### **In the case of a local lockdown the school will follow PHE guidance**

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

#### **Prevention:**

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) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.



7) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

**Response to any infection:**

8) Engage with the NHS Test and Trace process.

9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.

10) Contain any outbreak by following local health protection team advice.

Numbers 8 to 10 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.

Recognising 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	<b>PERSONS AT RISK &amp; HOW</b> e.g. employees, pupils, customers, contractors, members of public, other	MEASURES TO REDUCE RISK	<b>HOW YOU WILL IMPLEMENT AND REINFORCE THESE MEASURES.</b>  <i>If you propose to accept the risk as you are unable to mitigate it, please note this.</i>	<b>PLEASE DETAIL ANY LIMITATIONS AS A RESULT OF YOUR ENVIRONMENT.</b>  <i>If you feel preventative measures are not possible or appropriate, please state this along with your reasons</i>
<b>STAFF WELLBEING</b>  <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</a>  <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>  <a href="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">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</a>				
Social distancing	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	Adults to wear face coverings in all communal areas of the school, including outside at the start and the end of the school day.	
		Signage to remind about distancing	Already in place on the car park and on the fence. Rainbow dots down the carpet 2m apart. Footprints in toilets at sinks to keep children separate. Signs around school site to reinforce message. Marking Tape will be available for teachers to zone areas in the classroom if needed.	



		Ensure staff are aware of procedures	Staff meetings during 15 <sup>th</sup> July  Staff emailed risk assessment and staff guide for September.  Will monitor continuously & review as needed.	
		Encourage engagement with test and trace	Display posters in Community Noticeboards and both staff rooms.	
Social distancing	Unavoidable contact may lead to transmission	PPE guidance provided by CST to be read by all employees, guidance sought where unsure	Done and records kept.	
Wellbeing	Pressure on staff due to concerns or workload	Ensure staff are aware of wellbeing support that is available	Done and ongoing: information emailed out to staff and displayed in staffrooms.	
		Regular one to ones with staff to discuss wellbeing	Mentor system set up in phases.	
Allergies may be mistaken for Covid causing concern	Anxiety may be caused	Surgical masks available if required	Face shields to be used as a alternative option (might be preferable as adults mouths can be seen). One has been bought for every member of staff.	
Lack of staff due to unplanned absence	Inability to continue teaching	Robust plans in place to switch to online learning	Staff informed on training day and weekly planning will include the ability to revert to home/alternative learning when needed.	



			More Chromebooks on order – due mid October.  Supply staff will be used if necessary to keep children at school if it is safe for them to be here.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>	<b>Likelihood</b>	<b>Impact</b>	<b>Score</b>	
	3	4	12	
<b>AREAS OF CONCERN</b>				
<ul style="list-style-type: none"> <li>Levels of staffing in school mean that if staff start to be ill then we will struggle to keep all bubbles open.</li> </ul>				
<b>CHILD WELLBEING</b>				
<a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a>  <a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a>  <a href="https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance">https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance</a>				
Social distancing	Transmission of virus through close contact	Schools to develop plans for group sizes and maintaining consistent group sizes	Bubbles in year groups. Bubbles on rota for playtime and lunch to keep them apart. Playground in zoned areas to support bubbles being apart.	
Wellbeing	Children may be anxious with new rules and protocols	Encourage parents to reinforce protocols around distancing and provide information to	Parent information from Ebor and from school sent out 15 <sup>th</sup> July 2020. Note will be added to share with	



		<p>prepare them for their 'new normal'</p> <p>Staff to reassure children and explain when needed</p>	<p>children and talk to them over the summer about it.</p> <p>Staff understand focus on wellbeing and reconnecting with school.</p> <p>Staff informed on training day for emotional literacy and wellbeing support needs to be high focus in classrooms.</p>	
		<p>Additional support to be available to work intensely with children in particular at start of term</p>	<p>Pupil and Family Support Team will be able to support but focus needs to be in the classroom helping children feel safe in their bubble.</p>	
		<p>Close monitoring and observation of children to identify any signs of distress</p>	<p>Staff aware and will report concerns on CPOMs. P&amp;FST will follow up concerns as needed.</p>	
<p><b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b></p>		<p><b>Likelihood</b> 3</p>	<p><b>Impact</b> 4</p>	<p><b>Score</b> 12</p>
<p><b>AREAS OF CONCERN</b></p> <ul style="list-style-type: none"> <li>Currently high due to it being an unknown for all children to return. Will review after first fortnight and adjust score if needed.</li> </ul>				

## 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	Virus may spread if too close contact	Minimise number congregating at same times by offering staggered start and end times where appropriate	No staggered times but extended drop off and pick up times to help pressure on site.  Will review and move to staggered time if needed to reduce risk.	
		Allocate supervised group collection points	Staff will be on playground at key times of the day. Zones will be marked out as needed. Additional signs to remind people of distancing used when needed.	
		Ensure parents know they cannot come onto site	In parent information sent out on 15 <sup>th</sup> July. Reminder sent out on Monday 7 <sup>th</sup> September via ParentHub.	
		Put in place process for removing face coverings that may be used on arrival at	Masks to be put in lidded bins in classrooms if disposable or into own sealed bags if reusable.	



		school, ensure the process is known and followed	In parent information sent out on 15 <sup>th</sup> July and September. In staff information discussed on 15 <sup>th</sup> July.	
		Ensure children over 11 yrs are aware they must wear a mask on public transport	In parent information sent out on 15 <sup>th</sup> July and September. In staff information discussed on 15 <sup>th</sup> July.	
Social distancing	Virus may spread if too close contact	Designated and marked out parking area for contractors and guests with safe distance	Currently not marked out – needs to be made clear with markings or posters (space under the trees).	
		Number of entrances/exits at site maximised and limited to groups where practical	All entrances will be two way again to reduce bottlenecks. Additional entrance made at field gate to segregate KS1 and KS2 to manage flow of people on site.	
Transport	Pressure on public transport/ road network	Encourage parents and children and young people to walk or cycle to their education setting where possible	Message already used for the lockdown period but will be included in staff and parent guidance too.	
		Measures to prevent use of and crowding on public transport including staggered start and finish times	Very few staff or families use public transport. No staggered time but extended drop off and pick up times may help.	
Airborne transmission	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	Allergies already declared on the form completed by parents when children join the school. Parents regularly reminded to update school if needed.	
		Health check questions to be asked before a child enters	Parents to be told to inform us of any ill health, so usual practice in school.	Not practical with 450 children coming onto the site.



		premises. Information to be securely stored with controlled access and disposed of after a year		
Airborne transmission	Potential to infect others	Ensure staff are clear on the need to provide a doctor's note for non-attendance	In staff information discussed on 15 <sup>th</sup> July and September. In parent information sent out on 15 <sup>th</sup> July and September.	
Preventing those with specified health conditions from risks arising from attending	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	In staff information discussed on 15 <sup>th</sup> July and September. In parent information sent out on 15 <sup>th</sup> July and September. Staff who were previously shielding to have second risk assessment written.	
Close contact and airborne transmission		Plan in place to ensure distancing can be observed during access and egress of building	Written and shared with staff and parents.	
Close contact and airborne transmission	Reception staff	Staff must operate behind their protected area	Glass partition already in place.  Door to main office needs to be kept shut and people knock to enter.	
Close contact and airborne transmission	All staff, guests and contractors	Keep wipes by sign in screen to wipe after every touch / use	Wipes in place and lidded bin under screen. Agreement on hygiene and distancing to be added to InVentry.	



Close contact and airborne transmission	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	Deliveries can be placed in foyer area rather than outside main door to avoid causing access problems.  Chairs will remain out of foyer to provide space for deliveries.	
	Reception staff	Implement a booking system for parents and visitors coming into school, limiting the number in at any one time. Log of visits should be retained		
		Ensure parents know they are not allowed to 'turn up' to school without an appointment	In staff information discussed on 15 <sup>th</sup> July and September. In parent information sent out on 15 <sup>th</sup> July and September.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood</b> 3	<b>Impact</b> 4	<b>Score</b> 12
<b>AREAS OF CONCERN</b>				
<ul style="list-style-type: none"> <li>This will be reviewed after the first week, and then again after the second week and reviewed as needed. The systems should work but with the full school accessing the site, plus parents, we will need to check it will work in the long term.</li> </ul>				
<b>MOVEMENT AROUND BUILDING</b>				
Virus contracted whilst moving around building through	Staff/Children/Contractors	One way systems where possible	One way system still in place for the second and third staircases.  First staircase for Year 3 Bubble only.	



airborne or close contact transmission			Corridors will need to be kept as empty as possible to ensure maximum distance apart for people walking down there.  Rainbow dots show the side of the corridor to walk on.	
		No assemblies unless via hangouts or within class groups	Collective Worship will delivered through a variety of online resources.	
		Educate staff and children on voice control to prevent the need to shout. Use posters to reinforce	In staff information discussed on 15 <sup>th</sup> July and September. In parent information sent out on 15 <sup>th</sup> July and September.	
		Rotas and systems to avoid contact between groups	Rotas for lunchtime, playtime and Daily Mile.  Spot checks will be carried out.	
		Pinch points and bottle neck points identified and managed accordingly.	Reduced by one way system in school and rotas but will be monitored and systems changed if needed.	
		Identify where screens would help prevent transmission of virus	None needed	
		Signage in place to remind people and daily reminders from line managers	Distancing signs around the school site.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)</b>		<b>Likelihood 3</b>	<b>Impact 4</b>	<b>Score 12</b>

<b>AREAS OF CONCERN</b>				
<ul style="list-style-type: none"> <li>Due to significant increase of children on site to currently we will need to monitor this and review after the first week and then again after second week.</li> </ul>				
<b>USE OF CLASSROOMS</b>				
<a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a>				
<b>Classroom (Yrs 2 upwards)</b> 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	Majority of classrooms will have desks in rows, facing the front, but this depends on classroom size and number of children.  Furniture that is not needed will be stored safely elsewhere (and labelled so it can be returned).  Staff who are supporting 1:1 need an area of the classroom to sit to be able to support the child/ren but move back to their own space easily. All adults will need an adult sized chair.	
		Enter classroom one by one, populating seats front to back to reduce contact where possible	Teachers will need to think about how children enter the classroom but can decide how this will work best for their own class.	
		Arrange seating for children to sit side by side no more than 15 per row where possible	Rows will all face front and not be longer than 15 children per row.	



		Minimise face to face child/teacher time	Staff can move around the classroom to give feedback (verbal or in books) but will keep this time to a minimum.	
		Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces.	Wipes and spray will be available in each classroom.	
		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	Equipment will be stored and labelled with date of start and end of quarantine period, and initialled by member of staff who last used them.	
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices	All fire doors now have working alarm activated closures. If the door does not have a closure it can be propped open but please ensure it is done safely. For downstairs classrooms they do not have to have the outside door open if the internal door is open.  Windows in corridors should be opened to help with airflow into classrooms.	



		Own equipment only to be used by each child or allocated equipment where possible	Children in Y2 upwards will have their own set of basic stationery.	
		Mark out areas to reinforce distancing	Teachers to do this if needed to support their class. Yellow PVC tape stored in fruit cupboard along with PPE equipment for staff to collect if needed.	
		Daily awareness briefings by line managers, posters, manager spot checks	Information will be displayed on the blue boards for the first two weeks of term and then reviewed.	
<b>Early Years and Key Stage One</b> Preventing transmission of virus in the classroom through close contact or surface transmission	Staff/children through close contact or picking it up from surfaces	Avoid time spent within 1 metre of a child	Staff may support a child as needed e.g. comforting a child, but try to keep to a minimum.  If staff have been close to a child for a sustained period they should wash hands thoroughly afterwards.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood</b> <b>3</b>	<b>Impact</b> <b>4</b>	<b>Score</b> <b>12</b>
<b>AREAS OF CONCERNS</b>				



- Due to the unpredictability of children, this section will be reviewed, after consultation with all staff, at the end of the first week. It will then be reviewed and adjusted as needed a fortnight later and beyond as needed.

**STAFF REST ROOMS**

<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres>

Close contact and surface transmission	Everyone close contact or picking it up from surfaces	Rotas ensure distancing can be maintained in staff areas	<p>New rota being written but will be monitored to see if third space needed.</p> <p>2m should be maintained where possible. If 2m cannot be kept then risk needs to be reduced by wearing face masks.</p>	
		Cleaning schedule in place to ensure equipment cleaned after use	<p>Staff to wash hands before using shared equipment.</p> <p>Sanitiser spray/wipes available in staff rooms to clean as needed.</p>	
		Own utensils used	Staff currently doing this and reminded to continue to do so in September.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood</b> 2	<b>Impact</b> 3	<b>Score</b> 6



<b>AREAS OF CONCERN</b>				
<ul style="list-style-type: none"> <li>If the systems are adhered to the risk remains low but this will be monitored and changed as needed.</li> </ul>				
<b>PLAY/ EXERCISE / MUSIC</b>				
Close contact and surface transmission	Staff/Children may suffer contamination through close contact and virus picked up from surfaces	Prevent use of equipment that could transmit virus	We will not use instruments or other equipment that cannot be cleaned thoroughly or quarantined.	
		Encourage outdoor play wherever possible	Children will have morning playtime, lunchtime playtime and daily mile time. EYFS and KS1 will have additional time outside in their own areas or additional afternoon play on the tarmac/field to suit.	
		Rota and segregation for outdoor space to maintain distancing	Rota will be in place.	
		Rota for cleaning play equipment	Play equipment will be used by one bubble for a week then quarantined over the weekend before being used by another bubble.	
		No singing, wind or brass instrument playing	All staff to be told in meeting 15 <sup>th</sup> July and September.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR</b>		<b>Likelihood</b> 3	Impact 3	<b>Score</b> 9



<b>THIS AREA (Potential Impact x Likelihood)</b>				
<b>COMMENTS OR CONCERNS</b>				
<ul style="list-style-type: none"> <li>This will be reviewed with all staff but the risk should be low as outdoor space reduces risk.</li> </ul>				
<b>MEAL TIMES</b>				
<a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely</a>				
Close contact and surface transmission	Staff/children/ Catering staff cross contamination by being too close or picking up the virus from surfaces	Hot / cold pack lunches to be eaten in classroom to avoid queues or large groups congregating at meal times	Lunch will be delivered to classroom by Lunchtime Leader.  There will be a member of the Lunch Team with each class as they eat, then one per year group as they play outside.	
		System in place to collect lunch boxes; ensures distancing can be maintained	Children to keep own packed lunches in the classrooms.	
		Catering staff treated as a group	Catering staff will remain in the kitchen area.	
		All food waste must be disposed of in black bags/compostable bags	Black bags used at first but will look at food composting when we can.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood)</b> <b>2</b>	<b>Impact</b> <b>3</b>	<b>Score</b> <b>6</b>



### AREAS OF CONCERN

- This will be monitored at the end of the first fortnight to see if the system needs reviewing.

### 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	<b>Please refer to guidance already provided and refer queries to Rebecca</b>		
Access/egress in building	Staff/Children/Contractors			

### TOILETS

<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	Staff/Children/ Contractors	Ensure cleaning rota in place	Toilets will be cleaned by a member of the Facilities Team before school, over lunchtime and after school.	
		Process in place to ensure adequate supplies of cleaning materials at all times	Facilities Team to report order requirements to Admin Team when 50% stock left.	
		Rota for use of toilets to minimise number of people at any one time and maintain distancing	<p>Toilets will be allocated but not rostered. Posters to be displayed to remind of need to distance.</p> <p>Staff to send only one child at a time.</p> <p>Before lunch hands can be washed in classroom.</p> <p>KS1 and EYFS: a member of staff must manage the toilets and stand outside to keep children as separate as possible.</p> <p><b>All staff</b> to have responsibility for spot checking toilets to ensure there aren't too many children in there at one time.</p>	
Hand to mucous membrane transfer (eyes, nose, mouth)	Staff, Children & Contractors	Ensure bins in place and used to safely dispose of paper towels and process for regular collection to prevent overspill	Checked at every clean and bins emptied as needed.	



		Ensure adequate supply of paper towels and wipes	Checked and replenished as needed during every clean.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood 3</b>	<b>Impact 5</b>	<b>Score 15</b>
<b>AREA OF CONCERN</b>				
<ul style="list-style-type: none"> <li>Lots of children and staff using toilets with no way of further reducing risk other than supervision by staff.</li> </ul>				
<b>MAINTAINING HYGIENE</b>				
<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>				
Hygiene practices	Transmitting virus through lack of rigorous preventative measures	Do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum	Staff aware of how to work within guidelines to keep curriculum full and safe.  Will be a feature of staff meetings.	
		Ensure sufficient washbasins so everyone is able to wash hands regularly	All faults to be reported immediately to Admin Team who can log it in Facilities folder and arrange repair as needed.	



		Supervise young children washing their hands to prevent ingestion and ensure thorough washing	Posters at every sink to support children.  Staff to teach children on first day back how to wash hands effectively. Message to be revisited regularly.	
		Build washing hands and 'catch it kill it bin it' into the culture	Tissues in each classroom, staffroom and offices in the school.  Posters displayed in every room.	
		Enhance cleaning regime for busy areas	Touchpoint cleaning will be done at midpoint in the day by Lunch Team.  Staff to be responsible for keeping their own area clean and tidy.  School to be 'clutter-free zone' to aid thorough cleaning.	
		Ensure the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly	Admin Team to monitor stock and order in good time to ensure amount needed is always in.  Admin Team know how to source emergency alternatives if needed.	
		Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs	Children need to be taught how to use sanitiser machines.  Staff to monitor use.	



		should continue to be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative	Staff to report to SLT if concerns over usage and an alternative will be arranged.	
Surface transfer	Staff, Children & Contractors	Ensure surfaces are wiped at regular times	All adults to wipe down an area after they have used it.  Sanitiser spray and wipes available in all work areas.	
Hygiene practices	Staff and children	Guidance given to early years staff on dealing with soiled clothing	Guidance in DfE and Ebor packs.	
Hygiene practices		Area to change allocated,  Bags to put clothing in provided	EYFS to change in suitable space in own area. Main building to use disable toilet near offices.  Alginate bags ordered (red bags in the fruit cupboard).	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA</b>		<b>Likelihood 3</b>	<b>Impact 15</b>	<b>Score 15</b>
<b>AREAS OF CONCERN</b>				
<ul style="list-style-type: none"> <li>• Risk could be lowered as systems become embedded.</li> <li>• All staff share responsibility with cleaning to support whole school standards.</li> <li>• Time will be taken to teach children how to be hygienic.</li> <li>• This section will be reviewed and altered as needed.</li> </ul>				



**USE OF PPE – order via estates**

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Ensuring safe and effective use of PPE	Staff using PPE in appropriately may be infected	Ensure everyone is aware of and understands Ebor and HSE guidance on use of PPE	Guide already shared but will be revisited in September – displayed on blue boards.	
		Ensure sufficient PPE available	Stock levels monitored by Admin Team.  Admin Team know how to source alternatives if needed.	
		Ensure process in place for safe disposal of PPE	Guide already shared but will be revisited in September.	

<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>	<b>Likelihood</b> 4	<b>Impact</b> 3	<b>Score</b> 12
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**AREAS OF CONCERN**

- Practice packs available in medical room for staff to use if needed.

**CONTRACTORS**



Contractors may bring covid in	Staff, Children & Contractors	Ensure booking system in place for contractors	To be created by Admin Team on InVentry.  Andy Roberts/Grace Jess to link with Admin Team to alert them to contractors coming in.	
		Ensure declaration is signed prior to entering site		Held by Ebor?
		Ensure contractors aware of and follow Ebor guidance on H&S procedures during Covid		Checked by Ebor or schools?
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood 3</b>	<b>Impact 3</b>	<b>Score 9</b>
<b>AREAS OF CONCERN</b>				
<b>CARETAKING</b>				
<a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a> <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a>				
Site Safety and Provision	Reopening after summer break	Ensure all the usual preterm building checks and caretaker compliance checks are undertaken to make the school safe	Caretaker knows what checks and records needed.	
Water Systems	Flushing of Cold and Hot Water	Ensure that all cold and all hot water outlets are flushed	Done weekly and records kept.	



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	Done by caretaker and kitchen staff when returned.	
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	Checked by head teacher and reported if needed.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood 3</b>	<b>Impact 3</b>	<b>Score 9</b>
<b>AREAS OF CONCERN</b>				
<b>GENERAL CLEANING</b>				
<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>				
Cleaning protection	ALL	Ensure cleaners wear minimum of disposable gloves and aprons for cleaning. Offer use of masks as cleaning causes the possibility of airborne fluid	Currently doing and will continue.	
Surface transmission	ALL	All cleaning cloths to be disposed of daily and mop heads should be of the	Sterilised after every use.	



		disposable type or sterilised daily.		
Surface transmission	ALL	Areas of common use, such as corridors and toilets to be cleaned regularly throughout the day	Before school, lunchtime and after school by Facilities Team.	
General cleaning	ALL	Schedule frequent cleaning of shared resources, books, toys etc	As needed if not being quarantined.	
General cleaning	ALL	Implement a cleaning log to track cleaning frequency of bathrooms, classrooms and communal areas	Checklists stored in folder in Main Office.	
Cleaning materials	ALL	Disposal of cleaning materials by double bagged Covid method	Current practice and ongoing.	
Surface Transmission	Spaces used by more than one class or group	Ensure these are cleaned between use	As needed e.g. dining hall.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA</b>		<b>Likelihood</b> 3	<b>Impact</b> 3	<b>Score</b> 9
<b>AREAS OF CONCERN</b>				
<ul style="list-style-type: none"> <li>Risk currently low but will be closely monitored to ensure systems are effective and sustainable.</li> </ul>				



<b>TOUCHPOINT CLEANING</b>			
Airborne and surface transmission	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	Door handles and bannister done by Lunch Team after lunchtime.  All staff to support hygiene levels by wiping down own areas as needed.
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood</b> 3	<b>Impact</b> 4
<b>Score</b> 12			
<b>AREAS OF CONCERN</b>			
<ul style="list-style-type: none"> <li>Size of school makes this a more complex section but risk may be reduced if systems are embedded and sustainable.</li> </ul>			
<b>CLEANING FOLLOWING SUSPECTED COVID CASE</b>			
Airborne and surface transmission	ALL	Ensure all staff area aware of Ebor guidance on enhanced cleaning and use of PPE	Staff trained and guidance referred to as needed.
		Change process for managing outbreak to ensure that after any confirmed outbreak Public Health are informed	Guidance for reporting known by all SLT.  Outbreak to be managed by Head/Deputy and PHE.
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK</b>		<b>Likelihood</b> 4	<b>Impact</b> 3
<b>Score</b> 12			



**AREAS OF CONCERN**

- Risk will remain low if staff follow procedures; training given and repeated as needed.

**WASTE MANAGEMENT PPE**

<https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control>

Airborne and surface transmission	ALL	All outer packaging must be removed and recycled before an item is taken into school	Done where possible and by staff wearing gloves.	
		All food waste must be disposed of in black bags/compostable bags	Black bags to start off with and then compostable when plan created.	
		Soiled clothing must be put into alginate bags and then into relevant outer bags - double bagging not required	Alginate bags stored in fruit cupboard (red bags).	
		Disposal of all waste related to possible or confirmed cases should be classified as infectious and the Ebor Covid-19 disposable method used	Skips need to be filled in order so we can keep track of where potential contaminated waste is.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA</b>		<b>Likelihood</b> 4	<b>Impact</b> 3	<b>Score</b> 12

**AREAS OF CONCERN**



<b>MANAGING PREMISES</b>				
<a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a>				
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	Head to link up with Andy Roberts as needed.	
		Process in place to ensure contractor statutory checks continue as scheduled and report immediately to Andy Roberts	Head to link with Andy Roberts as needed.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood</b> 2	<b>Impact</b> 3	<b>Score</b> 6
<b>Areas of concern</b>				