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| **Risk Assessment for Phased Re-opening of Gerrans and Tregony Primary Schools. June 2020** |

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| **Location / Site** | Insert location and site where activity taking place |
| Tregony and Gerrans School | |
| **Activity / Procedure** | Insert name/type of activity or procedure being assessed |
| Nursery, Reception, Year 1 and Year 6 and Key Workers | |
| **Assessment date** | Insert date when assessment is being carried out |
| 14/5/2020 – to be updated regularly until re-opening | |
| **Person conducting assessment** | Kate Douglass and Julie Elvey |

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| **Identify people at risk** | YES or NO |
| **Employees** | **YES** |
| **Children** | **YES** |
| **Visitors** | **YES** |
| **Contractors** | **YES** |

Government guidance states for schools states:

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

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

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

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

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

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

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

Consideration of the pupils’ mental health and well being

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing in the classroom** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. All staff to ask about wellbeing on entry to school. 2. Reduce the number of children in the classroom to enable social distancing (no more than 15) 3. Remove excess furniture to increase space if space to do so 4. Children keep to their desks when in the room in KS2 ( this is not natural or possible in EYFS or KS1 setting) In the older year groups, reduce tables 5. Social distancing agreement created for and with the children –   (Include instructions how to line up, use of toilet, moving around the classroom etc)   1. Agreement re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and reminders for non-compliance 2. Where possible, lessons planned for individual work (not pairings or group work) 3. Feedback – using large whiteboard and visualizer and interactive whiteboard to minimise close interaction 4. Children to use the same working areas where possible and to have personal trays of equipment 5. Teacher and TAs are assigned to these children and stay with these children throughout the day (and on subsequent days) **where possible** 6. Children to stay in their learning groups where possible and avoid mixing with other groups 7. Children have their own pens, pencils etc. (organised by the school) 8. School equipment eg. reading books will remain in school 9. Only essential items to be brought into school (no book bags or toys) | | | | |
| EYFS:   1. Predominant table top activities - maximum of two children per table/area 2. No sand, playdough (easily cleaned toys - Lego etc) Children to wash hands before and after each activity 3. Milton to be used to sterilise play equipment | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing using toilets and poor hygiene** resulting in direct and indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Only one boy and one girl allowed to go to the toilet at a time 2. Supervision of handwashing in Key Stage 1 (hand washing procedures followed) 3. Allocated toilets for different groups of children 4. Ensure washing of hands 5. Extra Signs in toilet and around the school regarding washing hands 6. Wedges for the toilet external toilet doors if not fire doors. 7. Extra soap ordered to ensure we do not run out 8. Mark out two metre spacing for children when lining up to wash hands 9. Pupils must ask to go to the toilet so adults can check the spacing 10. Cleaning checklist record sheet | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing waiting to enter classroom in morning** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Posters displayed outside the classrooms to remind parents/pupils of social distancing rules 2. Different entrances and exits 3. Instructions shared re social distancing between families in the morning with parents and children and in the re-opening letter 4. Rota of staff to be on duty to supervise 5. Staggered drop off and pick up times for different year groups 6. Mark out two metre spacing for children when lining up to wash hands 7. All staff to ask children how they feel at the start of the day. 8. Parents clear about Covid-19 symptoms and the isolation rules 9. Yellow lines marking 2 metres, painted outside each class and the school gate | | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing during playtimes and lunchtimes** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Staggered playtimes and allocated different play areas for different groups under direct adult supervision 2. Reduced playtime equipment – (balls, skipping ropes etc allocated for each bubble- and regularly cleaned, pupils to wash hands before and after using equipment) 3. Staff supervision throughout – actively encouraging on social distancing 4. No use of climbing frame 5. Children will eat snacks in class, prior to going out to play 6. Water fountains to be covered and pupils to bring a named water bottle for personal use 7. PPE to be used by an adult who administers First Aid (Catherine Kent designated person) 8. Training on PPE use (see posters) | | | | |
| EYFS:  1.Tape off trim trail  2. Reduce amounts of toys on a rotational basis to allow for cleaning | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing when eating lunch** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. All school dinners to be packed lunch and delivered to each class- eaten outside where possible and social distancing apart from year 6 who will sit in the hall (2 metres apart), if not sat up to tables (and always following hygiene rules) 2. Stringent hand washing before and after food consumption 3. Playtime - snacks to be eaten before going in and out | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing in the corridors** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children stay in their classroom and access the outside areas from their own classroom doors. 2. No children to send messages registers to the office, these will be emailed 3. Staff use empty classrooms and alcoves to maximise the distance between each other 4. Agree instructions with children regarding movement around the school 5. When moving class around the school – 2 metres between children – one adult at back ensuring the distance is maintained 6. Dinner money paid in advance or by bank transfer 7. Little reason to move through the school as no assemblies, only Year 6 to use the dining hall, 2 metres apart | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Contact of shared resources** resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children have packs of stationery (labelled with their name on) and this remains in school 2. No resources to go home (reading books) 3. Any reading books to be sprayed with detox 4. Limited resources in school - parents informed of this 5. Each room to have their own cleaning equipment tray - antibac, antibac wet wipes, bin bags and trained in frequency of cleaning 6. Tubs of resources for individuals if needed – maths cubes etc 7. Where possible, resources washed in Milton each night and left to dry if not same person using them the next day 8. Tables, door handles and other surfaces cleaned with Milton every night and throughout the day 9. Wipes used after table use 10. Wipes used after computer use 11. Lessons planned so resources are individual and not shared – or on white board 12. Resources on tables ready for lesson and not distributed within the lesson 13. Children to wash hands / before lessons and after each lesson 14. Pupils not to use the library 15. Cover outside water fountains to prevent shared use | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Emotional distress of the children** | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children greeted in the morning by a familiar member of staff and to support with new procedures 2. Small numbers of children in learning groups to support their emotional needs 3. 2 metre social distancing PSA provision may be available for children who are distressed 4. TIS resources to support children’s well-being (and TIS practitioner to work with those pupils) 5. Frequent, opportunities for discussion through circle time and PSHE 6. Communication with parents so that they can prepare pupils 7. Supporting your child’s wellbeing links shared in letters and on Facebook page 8. Two members of staff have undertaken online training with Penhaliogon’s Trust | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Emotional distress of the staff – including anxiety** | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Well being check before school re opens 2. Risk assessment shared with staff 3. Staff meeting – virtually – to discuss concerns and shared control measures, and practicalities and plans 4. All staff received details of well-being support accessible through LA 5. At least one SLT member of staff on site everyday for staff to share concerns with 6. Risk assessments under review and updated 7. Parents encouraged where possible to to communicate with the school via email or telephone and not in person. 8. Anti- bacterial wipes to wipe down telephone, kettle after use. 9. Planned time for planning and preparation will be provided and reviewed. 10. Extremely vulnerable staff (Shielding) work from home after completion of MAT risk assessment. 11. Vulnerable staff – those adhere to strict social distancing – working at home or in school with strict 2 metre distancing measures in place | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of spreading virus due to close contact with children – 1:1 and restraint** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments 2. Masks purchased if needed – N95 grade and instructions from PHE re cleaning – issued to individuals 3. Extra disposable aprons ordered 4. Extra gloves ordered 5. Some visors also ordered if needed 6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk   Note the Government guidance states “Wearing face coverings or face masks is not recommended”   1. Designated room with ventilation and windows for any pupil exhibiting signs of Covid 2. PPE for staff dealing with pupils who have symptoms of Covid (Catherine Kent) 3. In an emergency situation, members of staff adhere to strict hygiene rules and then sent home to change clothes etc. 4. PPE in each room and training sheet issued to staff | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of spreading virus due to poor hygiene** resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Hand gel dispenser allocated 2. Hand gel order in large quantities 3. Soap dispensers filled and checked daily, in each classroom/cloakroom 4. Children hand wash on entry to school, before break, after break, before lunch, after lunch , leaving school, using the toilet and any time they cough or sneeze, before and after using different resources. 5. Washing hands posters replaced in all washing areas 6. Reminders how to wash hands properly – videos and posters 7. Procedure agreed for children to wash hands so thorough hand washing 8. Share child friendly songs and videos 9. DfE guidance of cleaning expectations will be shared with cleaning contractors 10. Cleaning stations in each class, expectations discussed with all staff for additional cleaning 11. Parents advised to wash clothes on a daily basis 12. lidded bins placed in class for tissues specifically | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of infection due to lack of cleaning** resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. All pupils to wash hands on arrival 2. All surfaces, handles, toilets and shared equipment will be cleaned each day using Milton antibac 3. Cleaning record sheet 4. PPE will be worn by all cleaning staff if advised by contractors 5. Soft furnishings and soft / cloth toys will be removed from use in classrooms where possible 6. Deep cleaning of Year 1 classrooms as used by the Keyworker children before re-opening 7. Cleaners to return to work before the school re-opens - deep clean 8. Cleaning stations in all classes - all staff briefed on added cleaning expectations and surfaces wiped between sessions 9. Cleaners to concentrate on areas where pupils and staff have been at the lcse of school | | | | |
| 1. Wooden toys removed | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of illness of vulnerable staff and family members** through direct and indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home having completed the MAT Risk Assessment, with medical evidence 2. Follow DfE guidelines and share these to all staff 3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments. 4. Staff areas to be changed so that social distancing can apply (chairs 2 metres apart) 5. Amend roles so that risk is minimised (jobs out of the classroom and with minimum contact) 6. Training on use of PPE (posters) 7. Added area for staff to reduce congestion and ensure social distancing | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| Staff Guidance |  |
| * Social distancing at all times * Strict hygiene levels at all times (regular handwashing) * Use of cleaning stations to wipe work areas on a frequent basis * PPA to be taken in own space (use areas that are quiet) * Pupil supervision of handwashing * Daily pupil well-beng checks on arrival to school | |

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| Safeguarding |  |
| * Telephone contact will be made regularly with families who have opted to continue with home learning but are not engaging with the class teacher. * Usual attendance procedures will remain. If a child has opted to return to school but has not registered by 9.30 am, then a telephone call home will be made enquiring about the child’s whereabouts. * Even though attendance is not statutory, this procedure will remain in place as a safeguarding measure. If the child is ill and not attending school, parents are asked to ring and notify the school in the usual way. | |

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| Risk Assessment to be reviewed on opening and when DfE updates are made and dynamically |  |
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