

Covid-19 Risk Assessment



What are the hazards?	Who might be harmed and how?	Actions to control this risk?	Residual Risk Rating (Severity x Likelihood = Risk)
Access and egress – to site and buildings. Groups gathering, lack of social distancing, contact with surfaces, doors, handles	Pupils/staff/visitors coming onto site may be carrying COVID-19 virus which could be spread to other pupils or staff	<p>Ensure all who have access to the school continue to focus on the 4 key points of infection control:</p> <ul style="list-style-type: none"> • Avoiding contact with anyone with symptoms • Frequent hand cleaning and good respiratory hygiene practices • Regular cleaning of settings • Minimising contact and mixing <p>Clear signage displayed around the school site and on outside fences.</p> <p>Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. We must know their name, the child they are working with and a designated area</p> <p>Visits and deliveries to be arranged for quiet times or outside school hours</p> <p>Consider staggering arrival and collection times to limit numbers at peak times</p> <p>Vigilant monitoring of staff/pupils who are symptomatic:</p> <ul style="list-style-type: none"> • a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature) • a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual) • a loss of, or change in, your normal sense of taste or smell (anosmia) <p>Ensure all children, parents, carers, or any visitors, such as suppliers or contractors, are informed not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19) and will be sent home if they develop symptoms on site.</p> <p>Advise staff/parents to follow guidance about self-isolation, which says:</p> <ul style="list-style-type: none"> • If they live alone, they must self-isolate for 10 days from when they first experience symptoms. • If they live with others, then they must again self-isolate for 10 days but anyone they live with must self-isolate for 14 days. <p>Staggering arrival and collection times to limit numbers at peak times. Children to begin at either of the 3 staggered times dependent on their surnames</p>	3 x 3 = 9

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		Parents informed of access and egress procedures. Signs for classroom entrances and exits located on doors. Ensure plans and precautions are communicated to all, including: <ul style="list-style-type: none"> • Maintain social distancing • Not to group or gather around the school gate • Only one parent to drop or collect children • Not to enter the school grounds unless to attend a pre-arranged meeting 	
Hygiene practices	Staff and pupils working together could increase the risk of spreading the virus	Children hand wash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze	4 x 2 = 8
		The location of hand sanitiser stations, for example at the school and classroom entrance points and their replenishment.	
		Ensure that all adults and children: <ul style="list-style-type: none"> • frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning • clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing • are encouraged not to touch their mouth, eyes and nose • use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') 	
		Ensure there is a good supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly.	
		Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.	
		Lidded pedal bins should be available in classrooms and other key areas for the disposal of tissues. Bins will be emptied throughout the day if they become full. Contents will be double bagged for safe disposal.	
		All spaces must be ventilated using natural ventilation (opening windows and or doors) or ventilation units	
		Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.	
		Hand gel dispenser inside of all classrooms	
		Hand gel dispenser on all entrances and exits	
		Hand gel order in large quantities	
		Catch it, Bin, it, Kill it posters around school	
		Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, at set times throughout the day.	

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		<p>Cleaning products to be provided in every room.</p> <p>Ensure that bins for tissues are emptied throughout the day</p> <p>Staff to monitor tissues daily.</p> <p>Equipment will not be shared by others. Reception staff will complete the signing in process for any visitors so they don't use generic pens.</p>	
Cleaning	Staff and pupils working together could increase the risk of spreading the virus	<p>Follow the COVID-19: cleaning of non-healthcare settings guidance Cleaning guide for members of staff.</p> <p>A member of cleaning staff should be onsite during operating hours to ensure regular cleaning of frequently used areas, janitorial routines are maintained and the school can respond effectively in the event of a suspected coronavirus case on site.</p> <p>Clean and disinfect equipment, toys, and surfaces more regularly. This includes keyboards, mouse, tables, chairs, door handles, light switches, and bannisters.</p> <p>Wear disposable or washing-up gloves and aprons for cleaning.</p> <p>Waste bins to be emptied routinely throughout the day by duty cleaning staff member</p> <p>Use sanitizing solution to soak equipment and toys overnight should they need to be shared within the year group.</p> <p>If there is a suspected case of COVID 19 in school follow the COVID-19 Supplementary Cleaning Risk Assessment.</p> <p>A daily list of staff working onsite will be maintained – All staff MUST sign in/out using the record.</p> <p>Corridor floors will be marked with tape to visualize a 2 meter distance.</p> <p>Barriers or screens will be used in reception areas to offer a level of protection when visitors are standing adjacent to the desk.</p> <p>Staff should NOT socialise together when working onsite unless they are maintaining the 2 meters distancing requirement.</p> <p>Signage will be installed at entrances to the site and in main circulation areas to remind the public, staff and pupils to maintain social distancing.</p>	5 x 2 = 10
		Remove excess furniture, to increase space, to the KS1 hall. Please label with your class name.	4 x 3 = 12

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Class, Classrooms, and equipment. Groups gathering, lack of social distancing, contact with surfaces, doors, handles	Staff and pupils working together could increase the risk of spreading the virus	Children keep to their desks when in the classroom. Carpet space can be used if tables are moved and there is adequate space between the teacher and children.	
		Class rules created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom etc.)	
		Class rules re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance	
		Learning planned for individual and paired work.	
		Feedback – using large whiteboard, mini-whiteboards and visualizer. Focus on verbal and whole-class feedback. If close feedback or communication is needed, side to side not facing child.	
		Children to use same desk all day. This desk should be the same one they sit at each day.	
		Teacher and/or TA are assigned to the year group of children and stay with these children throughout the day <i>(and on sub-subsequent days)</i>	
		Children stay in the classroom and designated outside area for the majority of the day and not mix with other year groups	
		Coats placed on pegs. Routines for collection of coats at transition times, established by class teacher.	
		Lunchboxes kept under children's tables in their tray Plastic packets (zippy) bags used for individual resources	
		Stagger break times (including lunch), so that all children are not moving around the school at the same time	
		Ensure that children and young people are in the same groups at all times each day, and different groups are not mixed during the day, or on subsequent days	
		Ensure where possible equipment is used exclusively by the year group, or ensure it is appropriately cleaned between year groups using it, and that multiple year groups do not use it simultaneously.	
		Ensure ventilation in each classroom all day (windows or doors open)	
		Classes to establish 'quarantine boxes' for books to be stored in for 72 hours.	
		Where possible staff to be at front or side or back of the room	
		Conversation in the classroom from adult height, where appropriate	
		Set seating plan for children	

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EYFS specific practices	Staff and pupils working together could increase the risk of spreading the virus	Supporting children into the classroom Children to be removed from parents by both parent and school adult holding one hand each leading them to the classroom door. School adult approach parent. Video communication prior to new intake. When the child is in the classroom both staff member and child wash hands for 30 seconds.	
		Intimate care consent forms adapted in line with RA.	
		If a child is in need of care or support (e.g. jumper is stuck, coat stuck, food items, or if a child has asked for help), in the first instance talk it through with the child. If adult intervention is required where possible, ask the child to move. Where this is not possible, adult can physically support the child. PPE is available should the staff member choose to use it.	
		Foundation staff to organise for children to make a comforting toy. Used in conjunction with a comforting plan for children who are upset.	
Moving in the corridors	Staff and pupils working together could increase the risk of spreading the virus	Children staying in their classroom and accessing outside from specified entrance/exit points	4x2= 8
		No children to be in the corridors without an adult's permission	
		Messages to/from office or other staff via Telephone	
		Agree instructions/rules with children concerning going and returning to the toilet	
		Keep markings on the floor to encourage social distancing.	
		Staff member to monitor corridor use during break and lunch times.	
Break and lunch times	Staff and pupils working together could increase the risk of spreading the virus	Children to wash hands before and after eating	3 x 3 = 9
		Year groups to have dedicated playgrounds and times for lunch.	
		Children eat in their classrooms or on their designated playground at their designated lunch time.	
		Communicated with CaterEd to provide boxed hot meals.	
		Meals collected and delivered by year groups	
		Children keep rubbish and waste in lunchbox to be disposed of at home.	
		Staff stick to timetable for outside area usage.	
		Year groups organise staffing of their own lunchtimes	
		Staggered playtimes and allocated play area	
		Reduced playtime equipment	
		Staff supervision throughout – year group staff not to mix and ensure more than 2 metre distancing between each other.	
		Games discussed which encourage social distancing	
Catering	Staff and pupils working together could increase the	Kitchen staff must be able to safely prepare and serve hot and cold food whilst maintaining social distancing in the kitchen and dining areas. Review external catering providers risk assessment.	4 x 1 = 4

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	risk of spreading the virus	Hot food to be collected by year group staff daily and delivered to the child's classrooms	
		Staggered food service times established	
Accessing toilets	Staff and pupils working together could increase the risk of spreading the virus	One boy and one girl allowed to go to the toilet at a time	
		Children will be allotted times throughout the day when they can access the toilet.	4 x 3 =12
		Allocated toilets for different groups of children	
		Hand gel used after toilet use as well as washing hands	
		Extra Signs in toilet re washing hands.	
		Extra soap ordered to ensure we do not run out	
		Regular cleaning from day time cleaner	
		Soap monitored daily by cleaners	
Breakfast club	Staff and pupils working together could increase the risk of spreading the virus	Each year group to have a designated classroom for breakfast club.	2 x 2= 4
		Breakfast club attendance to be confirmed in advance.	
		Children offered food that can be eaten with hands.	
Staffroom	Staff and pupils working together could increase the risk of spreading the virus	Clear signage placed in the staffroom for handwashing	4 x 3 = 12
		Only one member of staff in the kitchen area at any given time.	
		Signs to encourage staff to wash hands regularly	
		Furniture spaced to allow 2m seating or standing distance	
		Unused furniture removed to KS1 hall.	
		Staff encouraged to clean handles, fridge, dishwasher, boiler and water dispenser regularly after use.	
		Cleaning solution and cloth located in staffroom	
Staff attending site	Groups of people who are more at risk from coronavirus could	List of staff members and the staff and children they will be in contact with created to help identify those who may need to self-isolate following a positive case of Covid-19.	

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	be exposed to COVID-19	Staff sent the staffing principles in the staff information.	5 x 2 = 10
		Personal Protective Equipment (PPE) to be used by staff as normally required for their role.	
Staff capacity with increased numbers of pupils	Shortage of teachers to maintain staff to pupil ratio	If there are any shortages of teachers, then cover, teaching assistants or other staff can be allocated to lead a group, working under the direction of a teacher.	3 x 3 = 9
Anxiety levels of staff and community	Causing breakdown in staffing ratios, compromising group sizes.	Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.	3 x 3 = 9
Pupils attending site	Vulnerable groups who are clinically, extremely vulnerable.	Parents should follow medical advice if their child is in this category.	4 x 1 = 4
	Children with EHCP	Complete risk assessment before attendance	4 x 1 = 4
	Pupils follow guidance	Ensure staff instruct and support pupils to follow procedures onsite.	4 x 1 = 4
First Aid, Intimate Care	Staff and pupils working together could increase the risk of spreading the virus	Ensure areas are thoroughly cleaned and checked for additional hazards at the start and end of the day, and after use	5 x 2 = 10
		Ensure adequate first aid trained staff on site	
		Each class to have a first aid bumbag and vomit kits.	
		Ensure sufficient and appropriate equipment available and monitored regularly	
		Ensure sufficient stock of PPE available, minimum disposable gloves, aprons and masks. PPE available to be worn for administering medication at a close proximity or should a member of staff wish to	
		Ensure staff trained in use of PPE	
		Medical information passed on to new class teachers and year group staff	
		Follow school procedure should anybody develop symptoms of Covid-19. Year groups to facilitate this.	

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		<p>Contact a member of the headship team should you have any concerns about a child's health.</p> <p>Intimate care plans followed.</p> <p>Should a child, who does not have an intimate care plan soil themselves, parents need to be called to either change or collect them.</p>	
Staff or pupil develops COVID-19 symptoms onsite	Staff and pupils exposed to increased risk of spread of infection	<p>Anyone developing symptoms onsite should be sent home as soon as possible and the headship team informed.</p> <p>If the person is unable to go home straight away, they should be escorted to the isolation room, maintaining 2 metre distance.</p> <p>If a 2 metre distance can't be maintained due to illness, age or complex needs of the individual - use PPE apron, mask and gloves. PPE is located in the isolation room and should always be used in accordance with the Using PPE safely guidance.</p> <p>A member of the cleaning team will carry out additional cleaning in line with the COVID-19 Cleaning Risk Assessment. Staff and pupils will wash their hand thoroughly for 20 seconds and return to activities.</p> <p>STAFF MEMBER with suspected Coronavirus: Staff member arranges for an NHS test, MUST self-isolate for 10 days (their household should self-isolate for 14 days), contact HR and inform HR of the test result.</p> <p>Pupil with suspected Coronavirus: Parent is contacted and asked to arrange for their child to have an NHS test. Student MUST self-isolate for 10 days (their household should self-isolate for 14 days).</p> <p>Parents asked to inform the school of the test result as soon as it is received. A record of all pupils and staff in the same group as the person with suspected Coronavirus must be kept.</p> <p>If the test result is positive, the Headship Team will call Public Health to seek advice and be instructed on next steps. This may include the whole group self-isolating for up to 14 days (this does not include other members of their households).</p> <p>If the test result is negative the pupil or staff member can return to school and their household can end their self-isolation.</p>	4 x 2 = 8
	Staff and pupils exposed to increased risk of spread of infection	<p>Maintain at least one specific isolation space for anyone who may develop Coronavirus symptoms during the school day. The door to this space (or spaces) must be clearly signed as such and be used for no other purpose. Anyone who displays symptoms of Coronavirus should leave the school environment as soon as possible. There should also be a dedicated toilet facility for anyone requiring to use the isolation space.</p> <p>Waste from these spaces (such as hand towels) must be disposed of as contaminated waste.</p>	4 x 2 = 8

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	Accessing testing arrangements are clear for all staff	All staff to be aware of their NHS number to enable rapid testing.	1 x 1 = 1
	Accessing testing arrangements are clear for all staff	Access to testing is already available to all essential workers. Trust registered as essential worker employer.	
Safe and Secure Premises and buildings – defective, untested equipment, slips, trips, unavailable routes or exits	Staff/pupils/visitors at risk of injury	Security fencing and gates working, not damaged or breached	3 x 1 = 3
		Fire equipment and systems serviced and tested, where applicable, and in place, including: <ul style="list-style-type: none"> • Fire detection and alarm system • Emergency lighting • Fire extinguishers • Emergency exits • Fire doors • Suppression, venting or smoke extraction systems 	
		Ensure sufficient number of trained fire marshals on site	
		Ensure any PEEPs are still suitable and staff aware of contents	
		Hot water system heated to full temperature, and hot and cold systems flushed through, and temperatures monitored and recorded	
		Visual inspection of all Asbestos Containing Materials, electrical fixtures and fittings and portable appliances to ensure no damage during lockdown	
		Full Premises walk through to ensure clear of slips, trips, or item falling hazards, clear routes, and corridors	
		External check of playground and playing field areas to ensure clear of debris, rubbish, animal faeces.	
		Play equipment to remain out of use until October review.	
Training, Information, Instruction, Supervision Protective	Staff/pupils/visitors working together could increase the risk of spreading the virus	Conduct staff meetings to share the contents of the risk assessment, operating guidance and provide opportunity for questions on a regular basis.	5 x 2 = 10

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measures not followed	Increased spread of infection from incorrect use of face coverings	Provide guidance to staff on how to use face coverings safely if they choose to do so	4 x 3 = 12

Other information:

Government advice used to produce the risk assessment includes:

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

DATE OF REVIEW: 10/7/20	COMMENTS: The unique set of circumstances and the limited knowledge of the severity of impact if measures are not effective, generates a residual risk rating which indicates that further action is required in a number of areas. Measures will be continually monitored and a short review period has therefore been recommended.
DATE OF REVIEW: 24/08/20	COMMENTS: ST updated 7 day isolation period to 10 days in line with government guidance.
DATE OF REVIEW: 23/10/20	COMMENTS:

Completed By: Sam Thomson, Aaron West and Tracy Spragg	Reviewed By:	Date:	10/7/2020
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Risk Rating = Likelihood x Severity

S e v e r i t y	Catastrophic	5	5	10	15	20	25
	Significant	4	4	8	12	16	20
	Moderate	3	3	6	9	12	15
	Low	2	2	4	6	8	10
	Negligible	1	1	2	3	4	5
			1	2	3	4	5
			Improbable	Remote	Occasional	Probable	Frequent
			Likelihood				

Catastrophic	STOP
Unacceptable	URGENT ACTION
Undesirable	ACTION
Acceptable	MONITOR
Desirable	NO ACTION