

School Covid 19 Risk Assessment – September 2020

This risk assessment tool can be used as a template for your own school covid risk assessment in readiness for the new school term in September. All Community and Voluntary Controlled schools must submit its completed risk assessment for verification by the local authority's H&S Service. Please send your risk assessment to schoolhealthandsafety@wiltshire.gov.uk and await confirmation that it has met the required standard. For many schools, you may be able to re-use information from the your existing covid risk assessment but we have highlighted new or amended parts of the template in GREEN for your convenience. You should remove this highlighting in your final document.

If you need specialist Public Health advice to help make local interpretation of any part of the guidance regarding transmission risks, please contact publichealth@wiltshire.gov.uk

All risk assessments must meet the required standard prior to schools opening in September. Please add appropriate contact details if you anticipate that correspondence will be necessary outside of term-time in order to achieve this.

Name of School	Southwick CE Primary School
Name of Headteacher	Lesley Shellard
Assessment completed by	Lesley Shellard
Assessment date	10.09.20

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff and pupils who may be unfamiliar with the site.

Use the template to prepare a specific risk assessment for your school/setting. It must be kept under review and updated accordingly.

Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

Where separate risk assessments are required for specialist situations as set out in the template below, these do not need to be submitted to the local authority but should be available for scrutiny from LA or HSE enforcement officers. All community and voluntary controlled schools must submit a completed risk assessment to:

General Information

For the purpose of staggering drop-off and collection and lunchtimes and playtimes, all of which are activities that take place predominantly outdoors, the school will be separated into 4 bubbles: EY, KS1, Lower KS2 and Upper KS2.

Thereafter, children and adults will work in their class pods.

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
1. Symptomatic or other high-risk personnel attending school site		
<p>Staff, pupils, contractors and visitors must not attend the school site if they have any of the symptoms of Covid-19 as outlined below:</p> <ul style="list-style-type: none"> • A high temperature; • A new, continuous cough; • A loss of, or change to, sense of smell and/or taste. 		<ul style="list-style-type: none"> • Parents, staff and pupils are frequently informed of the need to remain at home if they are presenting with any of the symptoms associated with Covid-19 • Office staff remind visitors and contractors when appointments are made.
2. Maintaining distancing and reducing contact – entrance and exit routes		
<p>Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day</p>	<ul style="list-style-type: none"> • Arrange separate 'holding' areas for each group to minimise contact (ideally these should be outside if weather permits) • Encourage parents to make other arrangements for travel to/from school other than school transport. • Staff on duty to supervise • Signage at school transport pick up/drop off point 	<p>N/A – children do not travel to school by school transport.</p>
<p>Numbers of parents and children at entrances and exits impede social distancing.</p>	<ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. • Staggered start/finish times for different groups. • Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard • Use of different entrances/exits for different groups. • Only one parent/carer to accompany child. • Staff on duty to supervise. • Signage. 	<ul style="list-style-type: none"> • Parents to bring children to drop-off point at school gates • Protocols for social distancing whilst queueing at arrival and collection to be shared with parents prior to the start of term; SLT to oversee and remind parents of expectations initially. Reminders to be given at the start of each term. • Splats to be placed, 2m apart, inside each entrance for the children to stand by whilst waiting to be taken to the classroom • Signage displayed directing parents and reminding of the need for social distancing • Staggered drop off and pick up times for different year groups • Parents advised of the need to wear masks at collection and drop-off

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<p>Changes to school routine cause vehicular and pedestrian traffic management issues.</p>	<ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. • Stagger drop off / pick up times. • Minimise vehicles on site • Review traffic management risk assessment where changes to start/end of day apply. • Staff on duty to supervise. 	<ul style="list-style-type: none"> • Parents and staff advised that, where possible, they should walk or cycle to school rather than drive • Staggered drop off and pick up times for different year groups • Staff to supervise pick-ups and drop-offs • Staff to meet the children at the gate; children to line up at least 1m apart – revised to children to make their way to the classroom on entry to school • Instructions to be shared with parents and children, re social distancing etc, prior to September • Only one family member to attend the school site; younger siblings to remain in prams/hold hands with parent at all times • Signage to remind parents and children of need to maintain social distancing to be displayed on entrances to the school grounds.
3. Maintaining distancing and reducing contact – internal areas and play areas		
<p>Pupil numbers and room sizes impede the means to reduce contact</p>	<ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves. • Pupils will reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in upto year sized groups. • Remove excess furniture to safe storage areas to increase space. • Desks to be spaced out as far as possible but do not impede fire escape routes and exits. • All desks to face forward with pupils sat side by side. 	<ul style="list-style-type: none"> • School divided into four bubbles – EY, KS1, LKS2 and UKS2 (the latter 3 divided into two pods for the vast majority of the day) – children and staff to remain in these bubbles throughout the day • Rotas in place for use of shared spaces e.g. kitchen, which will be cleaned after use Revised: Each bubble to have own rest area with amenities (kettle, microwave etc) provided • Furniture not in use to be turned to face the wall, excess furniture from very small rooms to be stored in the ICT suite and hall, cloakroom outside of Pankhurst and annexe outside of staffroom ensuring that slips, trips & falls & good housekeeping are considered as well as maintaining the integrity of protected, fire escape routes/corridors, i.e. free of combustible items etc. Emergency escape routes should be suitable; easily, safely and immediately usable at all times. • In KS1 upwards, children to sit in pairs at tables which are placed in rows facing the front. Tables to be spaced as far apart as

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	<ul style="list-style-type: none"> • Floor markings to illustrate 2m areas around teaching positions. • Children to remain at their desks when in the room. • Children to use the same desk each day. • Lessons planned for individual work as opposed to close group work. • Distancing and reducing contact to be explained to children with regular reminders. • Signage/Posters in each classroom. • Consider the use of school grounds / local environment to extend the range of teaching spaces available • Staff to supervise and enforce measures. • The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs. • Ventilation improved where practicable by having windows open. 	<p>possible in each classroom; children to remain seated when in classroom</p> <ul style="list-style-type: none"> • 2m squares to be marked out for teaching staff if needed • Teaching staff to teach from the front of the classroom and maintain a 2m distance from children whenever possible; where staff need to interact more closely with children, this will take place side-by-side and standing (adults belonging to the clinically/extremely vulnerable groups should not provide 1:1 support/feedback); staff may choose to wear visor/mask • TAs to sit at the side of the room during whole-class teaching, maintaining 2m distance where possible. • Seating plan to be recorded in order for reference to close contact in the event of the need for Track and Trace; children will not change learning partners until the end of T1 • Where close contact takes place for other reasons, this will be recorded by the class teacher/office staff • Daily registers will take place at Poplar Club (am and pm); seating plans to be maintained • Children will use the same desk/chair every day. • Children to be provided with a set of equipment, for which they are responsible, to reduce movement around the classroom. • Classroom rules to be created with the children; these should include instructions such as how to line up (a minimum of 1+ metre apart) use of toilets, moving around the classroom, handwashing etc. Children to be made aware of how these link to our school rules: Be ready, respectful and safe. These should be embedded through frequent reminders • All lessons should only be planned for individual work or work with mixed ability learning partners who sit at the same table. Learning partners will remain the same for T1 • Small group interventions to take place across two gapped tables using a portable screen • Portable screens to be purchased and used; additional screens to be purchased

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		<ul style="list-style-type: none"> • Conversations taking place in the classroom between adults and children should maintain a height differential whenever possible. • Coats should be placed on the backs of chairs to avoid use of cramped cloakroom areas. • The children will remain in their classrooms for the majority of the time, including lunchtimes. • Playtimes will be staggered and take place in phase bubbles utilising the field and surfaced areas, weather permitting. Social distancing must be maintained. Staff to organise games etc. • Sitting on the carpet should be avoided as far as possible. • Lunch boxes should be placed under tables when not in use. • Classrooms should be well ventilated – windows and internal doors, where possible, to be open at all times; external doors to be propped open at playtimes to increase airflow. • All PE lessons to take place out of doors – all activities should be low contact • Staff to wear visors at all times when working with children
<p>In the event of a partial school closure, school need to reduce the number of children in each class to maintain social distancing in order to prevent transmission</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The number of children in each class will be capped at 15 (unless guidance is received stating otherwise) • Places will be prioritised, if oversubscribed, using the following: <ol style="list-style-type: none"> a. Vulnerable (EHCP, involvement with social care, other vulnerability identified by school e.g. working with counsellor for heightened anxiety as a result of Covid-19) b. Single parent keyworkers c. Two- keyworker families d. Keyworker with one parent who is unable to work from home e. Flexibility in shift patterns • Classroom spaces will be reviewed and furniture arranged to ensure maximum social distancing • Staffing structure will be reviewed in the event that 'shielders' are required to remain at home to ensure staffing meets the needs of the children

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<p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p>	<ul style="list-style-type: none"> • Minimise movements of whole groups and individuals outside of the classroom. • Use of a one-way system around the school. • A 'walk on the left' policy if one-way not practicable. • Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). • Lane markings on floor and distancing markings in areas where queuing is likely. • Areas not in use to be closed off (not escape routes). • Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. • Signage. • School assemblies to be completed electronically • Acts of worship and other typically communal events to take place in groups • Face coverings to be worn by adults in primary schools where distancing cannot be maintained indoors but outside of the classroom 	<ul style="list-style-type: none"> • Additional screens will be purchased for closer working – one per classroom –though this should be avoided when possible <p>A one-way system is not feasible, due to the layout of the school therefore:</p> <ul style="list-style-type: none"> • Signage to be displayed around school reminding children and staff of the need to maintain social distancing • Children to move in small groups, managed by teacher during the school day to avoid crowding • Rotas in place for use of specified areas of the school e.g. outdoor classroom, playtimes etc • Classrooms, staff room, staff toilets to be accessed via external doors to building only • Splats to be used to ensure social distancing is in place whilst waiting • Children to place coats on back of chair on entry into school, lunchbox to be placed under table before and after use. Cloakrooms should not be used • A daily act of worship should be carried out each day in the classroom; this should link to our current value. HT/DHT to lead Teams whole-school worship and Celebration Assemblies as per rota. • Face coverings to be worn whenever possible in communal areas
<p>Number of pupils and size of space impede the means to distance and reduce contact when using toilets</p>	<ul style="list-style-type: none"> • Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. • Where practicable avoid different groups using the same facilities at the same time. 	<ul style="list-style-type: none"> • Only one child to use the. class toilets at any time –handwashing to be supervised by an adult • Signs to be placed in toilets to remind children re the importance of handwashing • External toilet doors to be wedged open to reduce touch points.

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	<ul style="list-style-type: none"> Distance markings on floor in queuing area 	<ul style="list-style-type: none"> Additional soap/hand sanitizer ordered to ensure that we do not run out
<p>Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime</p>	<ul style="list-style-type: none"> Staggered break and lunch times. Allocated play areas for each group. Consider zoning of play areas using markings / cones to reinforce distancing. Games which encourage distancing and reduce contact. Staff supervision to maintain standards. 	<ul style="list-style-type: none"> Rota in place for staggered playtimes and lunchtimes Field marked into zoned areas by groundsman as appropriate Playtime equipment should be made of surfaces which can easily be cleaned e.g. plastic or varnished wood Each bubble should be provided with a crate of equipment which should be cleaned after use On-duty staff to suggest socially distanced games for children to play Children to be supervised during all playtimes –staff to ensure that they do not congregate but spread out in order to observe all groups of children Sports coaches to plan low contact activities
<p>Provision of school dinners impedes the means to distance and reduce contact</p>	<ul style="list-style-type: none"> Provision of food has been subject to specific risk assessment Any crockery/cutlery used must be cleaned thoroughly. 	<ul style="list-style-type: none"> School cook (ECV) to clean kitchen, prep and cook food then clean kitchen from 8.30 – 11.30am. Assistant cook to serve food from 11.45am in preparation for collection from rear door of kitchen. Assistant cook to clean kitchen prior to leaving. No other members of staff to enter kitchen MDSAs allocated to classes for supervision. All children to bring packed lunch in week 1 – FSM children to receive packed lunch provided by school EY and KS2 to eat in classrooms, supervised by staff from the bubble 30.09.20 onward -KS1 school dinners to be eaten in classrooms All crockery and cutlery to go through dishwasher to ensure thorough cleaning School lunches continue to be phased in and reviewed - KS2 meals to be introduced in T2 and served in classrooms
<p>Number of staff and size of staff rest spaces impede the means to distance and reduce contact</p>	<ul style="list-style-type: none"> Removal of furniture to create more space. Removal of communal equipment (mugs etc) 	<ul style="list-style-type: none"> Chairs to be distanced as far as possible Staff provided with kettles, flasks of milk and microwaves in each rest area

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	<ul style="list-style-type: none"> • Staggered break times for staff. • Repurpose unused spaces for additional staff rooms. • Staff toilets to enforce 2m distancing. 	<ul style="list-style-type: none"> • Staff to clean touchpoints and table when leaving the rest area • Dishwasher can be used daily; shared surfaces and touch points should be cleaned after use – In Tier 1 and Tier 2 • Tier 3, staff to be responsible for cleaning mugs etc in sinks • Staff to keep crockery, cutlery, mugs and tea/coffee in classrooms for own personal use • Staff to use toilet designated for their bubble use. • All staff to wipe/disinfect toilet seat and touchpoints after use. • Staff encouraged to wear masks when not eating to prevent aerosol transmission
<p>Staff meetings have the potential to increase transmission as a result of crossed bubbles</p>		<ul style="list-style-type: none"> • Staff meetings will take place in hall with windows and doors open • Tables will be cleaned thoroughly before and after use • Staff will be socially distanced by a minimum of 2m • All staff will face forwards • Information will be quarantined prior to distribution and will be placed on tables prior to the arrival of staff to the meeting • Tier 3+ - meetings will take place virtually
<p>Other</p>	<ul style="list-style-type: none"> • All teachers and other staff can operate across different groups/bubbles but must continue to maintain distance from pupils and other staff as much as possible • Mixing of volunteers across groups should be kept to a minimum and they should remain 2m distant from pupils and staff where possible • Schools should work closely with external wraparound care providers to ensure that as far as possible, children can be kept in a group with children from the same group as during the school day • Schools should not host any performances with an audience and will 	<ul style="list-style-type: none"> • The crossing of bubbles by staff will be kept to an absolute minimum and will only take place where this is dictated by role or the need to staff safely • Staff crossing bubbles will maintain a 2m distance where possible • See Poplar Club RA

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	<p>follow latest guidance for music, dance and drama (within the main guidance Feb 21)</p>	
<p>4. Hygiene and Cleaning</p>	<p>Guidance on cleaning non-healthcare settings</p>	
<p>Cleaning staff levels are insufficient to deliver enhanced cleaning regime.</p>	<ul style="list-style-type: none"> • Confirm available cleaning staffing levels before wider opening. • Use of contractors or other school staff for additional cleaning. • Agree the new cleaning requirements and additional hours for this. • PPE to be worn by cleaning staff as dictated by risk assessment. 	<ul style="list-style-type: none"> • Wiping of work surfaces, door handles and light switches will take place at intervals throughout the day using anti-bac wipes. • All surfaces, door handles, switches and toilets will be deep cleaned each day using bleach based sprays/hot soapy water • Resources used by individual children will be wiped down during the day • Protective equipment (disposable apron, mask and gloves) will be worn by cleaning staff and disposable gloves by other members of the staff team when cleaning • Some EY resources which may be rotated will be left to soak in Milton overnight and will be left to dry before further use to reduce the risk of indirect transmission. Leave resources to decontaminate for 72 hours if possible. • Soft furnishings and soft / cloth toys will be removed from use in classrooms • Deep cleaning of the areas of the school used by keyworker children will take place before re-opening • Cleaners to be paid for additional hours, as needed, to ensure that school is kept clean • PPE to be worn by cleaning staff as dictated by risk assessment.
<p>Insufficient handwashing and hygiene facilities increase the risk of transmission.</p>	<ul style="list-style-type: none"> • Staff and children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. • Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative • Extra signage to encourage washing hands. 	<ul style="list-style-type: none"> • Hand sanitiser dispensers available in all rooms and in entrances to the school; additional hand sanitiser purchased • High quality liquid soap purchased • Hand sanitizer (handbag size 70% alcohol) purchased for staff – to be refilled in school when empty • Soap and hand sanitiser dispensers to be refilled daily by cleaning team • Staff and children wash hands or use hand sanitizer on entry to school, before break, after break, before lunch, after lunch,

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	<ul style="list-style-type: none"> • Ensure help is available for children who cannot clean their hands independently. • Hand gel dispensers at strategic locations around the site to complement handwashing facilities. • Supplies of tissues and lidded bins in each teaching space and classroom. • Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. 	<p>leaving school, using the toilet and any time they cough or sneeze</p> <ul style="list-style-type: none"> • Washing hands posters to be placed by all sinks • Reminders how to wash hands properly – videos and posters – to be revisited frequently • Procedure agreed for children to wash hands so thorough hand washing is embedded • Additional handwashing stations to be placed in the playground • Soap dispensers available in each classroom • Implement handwashing snake - so thorough hand washing can take place but in the minimum amount of time – children to wet hands, squirt soap on hands, walk to classroom whilst rubbing hands, rinse off in classroom. • Tissues and lidded bins available in all classrooms
<p>Sharing of resources leads to an increased risk of transmission</p>	<ul style="list-style-type: none"> • Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. 	<ul style="list-style-type: none"> • Children to be provided with reading books which will be chosen/changed weekly from classroom libraries (selection to be taken from the library at the start of term and stored in classroom for T1 if needed). On return, books should be stored for a minimum of 72 hours prior to redistribution • Home reading records to be left at home and collected on a Friday am and returned to the children on Monday • Learning resources, including worksheets, to be provided on tables at the start of the morning/afternoon and not distributed during lessons • Children to be provided with own resources – pen, pencil, rubber, whiteboard, whiteboard pen etc – or bring wipeable pencil cases into school (KS2) • Tubs of resources for pairs if needed – maths cubes etc – teachers to consider when planning • Shared resources should be cleaned meticulously by bubble staff at end of the day either by soaking in Milton overnight, wiping with anti-bac wipes or by washing in hot soapy water. • Touch points, tables, door handles and other surfaces to be cleaned with Milton every night

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		<ul style="list-style-type: none"> • Children encouraged to wash hands / use hand sanitiser before and after lessons • Outdoor playground equipment allocated by year group and cleaned following use • All surfaces to be left clear at the end of the day • Soft furnishings and soft toys must be removed from use in classrooms and should not be used in display
Exposure to new hazardous substances (products)	<ul style="list-style-type: none"> • COSHH assessment to be carried out for any new cleaning/sanitising products in use. • Additional cleaning staff to be made aware of the COSHH risk assessments. • Appropriate storage of hazardous substances. • Material data sheets to be made available for new and existing products. 	<ul style="list-style-type: none"> • Cleaner –in-charge to carry out COSHH assessment for any new cleaning/sanitising products in use. • Cleaner –in-charge to ensure that any additional cleaning staff are made aware of the COSHH risk assessments. • All cleaning materials including those which hazardous are to be stored appropriately • Material data sheets to be made available for new and existing products.
5. Site and Buildings	<u>DfE Guidance on school premises management</u>	
Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> • Site visits only by pre-arrangement. • A record of some visitors must be kept for 21 days <u>specific guidance</u> • 2m exclusion zones/markings in Reception areas. • Information/signage for visitors informing them of the infection control procedures. • Deliveries and visits outside of school opening hours where possible. • Provision of hand sanitiser at main school entrance. • Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. 	<p>Only essential visitors to enter school premises i.e. essential to the running of the school or to the education of the children.</p> <ul style="list-style-type: none"> • Site visits only to be carried by pre-arrangement with SBM; SBM to confirm protocols for deliveries etc at point of contact • Only one visitor/contractor in school foyer at any one time due to size of reception area • Discussions to take place through screened hatch • Deliveries to be made/contractors to visit school outside of school day where possible • Information / signage for visitors informing them of the infection control procedures to be placed in foyer • Hand sanitiser to be available in reception and used prior to entering and leaving the school building • All deliveries to be contact-free

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	<ul style="list-style-type: none"> • Adult visitors to wear safe coverings unless exempt 	<ul style="list-style-type: none"> • Admin officer to maintain a record of visitors to the site (i.e. non-school staff/children) including contact details. This should be maintained for 21 days for the purpose of Track and Trace • Parents visiting the school re admissions to be informed of protocols in place when booking an appointment • Visits relating to admissions to cease during lockdowns or if school is placed in Tier 3 • Masks will be provided for those visitors who arrive on-site; visitors not wearing masks will be challenged.
<p>Changes affect normal emergency procedures.</p>	<p>Fire safety Management Plans should be reviewed and checked in line with operational changes</p> <ul style="list-style-type: none"> • All fire doors are operational at all times • Fire alarm system and emergency lights are tested regularly and are fully operational • Review of fire assembly points to accommodate reduced contact and distancing where practicable. • Fire drill practice to train new arrangements. • Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. 	<ul style="list-style-type: none"> • Staff and children will be briefed on evacuation procedures. • Staff to walk children through procedures in Wk 1 • Review of fire assembly point to accommodate social distancing • Fire practice to be held in Wk 4 to review any adjustments made to existing procedures and following changes to timetables, number of children in school etc • In the event of major disruption e.g. gas leak, children and staff to proceed to the village playing field – staff to take mobile phones and class contact sheets – where children will line up following social distancing measures whilst parents are contacted • Local lockdown procedure in place – all staff to be informed of procedure on 2nd September and reviewed as needed • SBM to carry out weekly test of alarm system and emergency lights •
<p>Site security is compromised by new arrangements.</p>	<ul style="list-style-type: none"> • Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors). • Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. 	<ul style="list-style-type: none"> • Gates to be combination locked – including main gate and passenger gate - following the arrival of all children on the school site • Where possible all internal/external doors should be wedged open when room is occupied. These should be closed on leaving the room in case of fire • External doors to be closed when rooms are vacant

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Building checks not taken place	All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.	<ul style="list-style-type: none"> • Cleaner-in-charge to flush water systems as per usual routines • All compliance checks to be carried out in accordance with annual timetable • SBM to continue to carry out routine checks of Trim Trail • External contractors to conform to preventative measures as outlined above
Inadequate ventilation increases transmission of virus (added 5.10.20)	<p>Make use of natural ventilation – opening windows</p> <p>Opening internal doors (not fire doors) to create a through draft</p> <p>Open external doors providing security is not unduly compromised</p> <p>Additional ventilation via open doors and windows should not occur in unoccupied parts of the school site</p>	<ul style="list-style-type: none"> • All windows to remain open at all times • Doors may be closed whilst classrooms are occupied, however, external doors must be propped open before school, at playtimes and after school
Changes to the school operations affect normal fire safety procedures	Fire safety management plans to be reviewed and checked in line with operational changes.	<ul style="list-style-type: none"> • SBM to check that fire doors are operational • SBM to carry out fire alarm/emergency lighting checks as per routine • HT to monitor use of fire doors during RA M&E walks • Fire Drills to be carried out and recorded by HT as normal
Increased manual handling tasks increase the risk of musculoskeletal injuries	Staff must not attempt to move large or heavy items unless they are competent to do so	<ul style="list-style-type: none"> • The schools manual handling procedures must be followed at all times
6. Equipment and furniture		
Shared play equipment increases the risk of transmission.	<ul style="list-style-type: none"> • Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group. • Outdoor equipment should be cleaned more frequently than normal • Resources should be rotated or left to decontaminate for 48 hours (72 hours for plastics) if being used by different groups 	<ul style="list-style-type: none"> • EY resources, which may be rotated will be left to soak in Milton overnight and will be left to dry before further use to reduce the risk of indirect transmission. Leave resources to de-contaminate for 72 hours if possible. • Soft furnishings and soft / cloth toys will be removed from use in classrooms • The Trim Trail will be used only by EY and sprayed with disinfectant after use

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
	<ul style="list-style-type: none"> Resources shared between groups (e.g. art, science and sports equipment) should be cleaned frequently and meticulously 	<ul style="list-style-type: none"> Bubbles will be provided with playtime resources to be used only by the bubble Each bubble to be provided with a set of play equipment which will be cleaned meticulously after use Parents will be informed and reminded that children are unable to bring toys to school to play with
<p>Shared equipment, fittings and resources increase the risk of transmission.</p>	<ul style="list-style-type: none"> Handwashing before and after each lesson. Remove unnecessary items from the classrooms and store elsewhere. Cleaning regime for door handles, press to exit buttons, communal surfaces. Children asked to bring in own stationery or have allocated, named, packs of stationery per child. Resources and surfaces to be cleaned each night. Lessons planned so sharing of resources in minimised. Any crockery and cutlery must be cleaned thoroughly 	<ul style="list-style-type: none"> Children to be provided with reading books which will be chosen/changed weekly from classroom libraries (selection to be taken from the library at the start of term and stored in classroom for T1 if needed). On return, books should be stored for a minimum of 72 hours prior to redistribution Home reading records to be left at home and collected on a Friday am and returned to the children on Monday Learning resources, including worksheets, to be provided on tables at the start of the morning/afternoon and not distributed during lessons – lessons should be planned with this in mind Children to be provided with own resources – pen, pencil, rubber, whiteboard, whiteboard pen etc; KS2 children may bring in pencils cases and take home daily Tubs of resources for pairs if needed – maths cubes etc – teachers to consider when planning Shared resources should be cleaned by bubble staff at end of the day either by soaking in Milton overnight, wiping with anti-bac wipes or by washing in hot soapy water. Touch points, tables, door handles and other surfaces to be cleaned with Milton every night Children encouraged to wash hands / use hand sanitiser before and after lessons Outdoor playground equipment allocated by year group and cleaned following use All surfaces to be left clear at the end of the day Soft furnishings and soft toys must be removed from use in classrooms and should not be used in display

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
		<ul style="list-style-type: none"> Furniture not in use will be turned to face the wall, excess furniture will be stored elsewhere, space permitting See also kitchen risk assessment
Increased manual handling tasks increase the risk of musculoskeletal injuries.	<ul style="list-style-type: none"> Staff must not attempt to move large or heavy items unless they are fit to do so. 	<ul style="list-style-type: none"> Staff to follow existing H&S procedures re manual handling
7. Health and Wellbeing		
Inadequate staffing levels create supervision or safeguarding issues.	<ul style="list-style-type: none"> Carry out an audit of all staff availability and review it regularly. Introduce a process for staff to inform you if their health situation changes. If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. Use of staff from other schools (by agreement). 	<ul style="list-style-type: none"> Risk assessments in place for returning staff Staff to inform office of any absence by 8.45am HT and CV/ECV staff to ensure that they are familiar with current guidance re their conditions and any decisions to be made as a result of changes to guidance Where possible, within existing contracts, ensure that each pod has a teacher and TA In the event of staff absence, redeploy 'Move-on' teachers to cover pods Members of staff who are CV/ECV should not provide additional cover
Vulnerable / Extremely vulnerable children at higher risk of infection.	<ul style="list-style-type: none"> Parents should follow current medical/government advice if their child is in this category. 	<ul style="list-style-type: none"> Advise parents that they should seek advice from their GP as to whether or not their child should attend school Children to be offered own table to improve ability to social distance
Person becomes unwell with Covid-19 symptoms in school	<ul style="list-style-type: none"> Move to a pre-designated room where person can be isolated, with adult supervision if a child. Ventilate the room if possible. PPE should be worn if contact is required. Inform parent/carer to arrange collection. Cleaning regime after each usage of the space. Follow the advice from health protection team 	<ul style="list-style-type: none"> If child has temperature or new and continuous cough, they should be placed in isolation in the library. Siblings also to be sent home. Ensure the room is well-ventilated by opening windows Staff to maintain a minimum of 2m social distancing PPE should be worn if contact is required. Office staff to inform parent/carer to arrange collection; siblings also to be sent home Room to be deep-cleaned after use Inform parents or staff member of the need to arrange a test and participate in Test and Trace protocols

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
		<ul style="list-style-type: none"> • Parents to inform school of test results at the earliest opportunity • HT/DHT will make a decision as to when the child(ren) should return to school. • Staff member accompanying the child should remove and double bag PPE, this should be placed in the shed for 72hours prior to placing in the bin. Hands should be washed with soap and hand sanitiser before returning to bubble • Staff will engage fully with NHS Track and Trace <p>NB Government guidance stipulates that ‘Wearing face coverings or face masks is not recommended’.</p>
<p>Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight)</p>	<ul style="list-style-type: none"> • Senior leaders have awareness of the PHE “local outbreak management plan” • Local school management plan is in place and relevant staff have been made aware • Remote education plans in place • Engage fully with NHS Test & Trace 	<ul style="list-style-type: none"> • School to contact PHE for advice if outbreak or cluster occurs phtracing@wiltshire.gov.uk • Implement local lockdown procedure using action cards • HT to contact all parents via Parent Mail • Implement remote learning plan • Parents, staff and contractors informed of the need to engage with NHS Test & Trace • Visitors to the school complete paperwork to support the NHS Test & Trace process • Seating plans maintained and updated as changes are made and handed to HT
<p>Staff wellbeing affected by the working experience.</p>	<ul style="list-style-type: none"> • Staff risk assessment tool being used to assess those in higher risk groups. • Staff aware of risk assessment process and able to contribute. • Staff meetings and communication. • Defined wellbeing support measures for staff. • Designated staff rest areas. 	<ul style="list-style-type: none"> • Include staff in risk assessment process – input into hazard identification and control measures • Teams meeting to be held to discuss concerns and shared control measures • Sharing of support helplines • SLT to make themselves available for staff to share concerns with • Signpost staff to counselling/well-being resources as necessary and Wiltshire Education Resilience webinars on Right Choice • Risk assessments to be reviewed after day one, week one and fortnightly forthwith or as guidance changes

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
		<ul style="list-style-type: none"> • Introduce use of whole-class marking sheets/live marking to reduce opportunities for cross-contamination as needed • PPA to be taken at home
<p>Volunteer wellbeing affected by the working experience</p>	<ul style="list-style-type: none"> • Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. • Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. 	<ul style="list-style-type: none"> • No volunteers to support children in Autumn/Spring term due to age and vulnerability
<p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health. School Effectiveness guidance on Right Choice</p>	<ul style="list-style-type: none"> • Children to have allocated teacher and TA where possible. • Reduced time in school to ensure transition from home to school is successful. • Curriculum to support children's well-being. • Provide opportunities to talk about their experiences/concerns. • Pastoral activities. 	<ul style="list-style-type: none"> • Children to spend first week with previous class teacher (in new classrooms) • PSHE activities planned for Wk1 and Wk2 to support children's mental health and build relationships with less familiar adults and provide opportunities for children to discuss their experiences • Individual risk assessments to be completed as necessary, for children with special educational and behavioural needs • Children to be referred to ELSA as need arises • Staff to console children from behind the child or side-by-side if the need arises. • Children experiencing significant difficulties to Covid-19 to have a reduced timetable, quickly building up to full-time in school • EY transition to begin with small, socially distanced outdoor 'Stay and Play' sessions to familiarise the children with the school and staff
<p>First aid provision</p>	<ul style="list-style-type: none"> • Ensure all staff know First Aiders on site if less than normal. • If provision is less than usual, minimise hazardous activities which may result in injury. • Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. 	<ul style="list-style-type: none"> • SBM to ensure that all staff have a list of designated First Aiders displayed in classrooms • Additional staff to be trained to ensure that all bubbles have trained First Aiders • PPE grab bags to be stored in every classroom; bubble staff responsible for restocking • Masks, disposable gloves, aprons and goggles purchased • Staff provided with training video for use of PPE

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
	<ul style="list-style-type: none"> Paediatric First Aid Provision is available for under 5s 	<ul style="list-style-type: none"> Posters available in all learning environments of how to 'don & doff' PPE First aid should be administered side to side, using verbal instructions if possible. Gloves must be worn at all times, staff to consider use of face shield and mask Additional member of staff trained in Paediatric First Aid (3 in total)
Pupils with special medical needs (administering medication)	<ul style="list-style-type: none"> Required number of competent staff on site Staff training up to date Alternative arrangements in place if staff training/competence has lapsed. Alternative arrangements in place if staff training/competence has lapsed 	<ul style="list-style-type: none"> Epipen Training to be updated at the earliest opportunity; in the event of anaphylactic shock, staff to dial 999 immediately and seek advice Medication to be administered by office staff; bubble staff to accompany child/ren to the foyer, taking a cup of water. Medication to be administered from hatch and signed for as normal
1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.	<ul style="list-style-type: none"> Individual risk assessments of children with behavioural difficulties. Ensure a supply of PPE is available based on need. Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk. 1:1 teaching to be done with reduced contact. 	<ul style="list-style-type: none"> Masks and visors purchased for use as needed – staff to follow donning & doffing instructions and instructions from PHE re cleaning. Staff to revisit on TDD1 Additional disposable aprons and gloves ordered Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk Staff to use PPE (mask, face shield, gloves and apron) when delivering intimate care Small group interventions to take place across two gapped tables to enable social distancing to be maintained Conversations taking place in the between adults and children should maintain a height differential whenever possible. Where close feedback or communication is needed this should be provided side to side not facing child (adults belonging to the clinically/extremely vulnerable groups should not provide 1:1 support/feedback).
7. Risk assessments and Policies		
Standard risk assessments do not take account of additional covid-19 risks	<ul style="list-style-type: none"> Ensure all work environments and teaching/learning activities have been 	<ul style="list-style-type: none"> On the September TD Days (first two days of term) SLT to complete H&S walk with H&S governor (also a member of the school staff) to ensure that all learning environments are safe

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
	<p>subjected to risk assessments in line with conventional H&S requirements.</p> <ul style="list-style-type: none"> • Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk • Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced • LoTC activities are restricted to non-residential activities and are subject to the usual process of risk assessment and authorisation. Educational visits are to be avoided during partial school closure and until further notice • One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment. • Lettings of facilities will be subject to separate risk assessment. • School clubs, Breakfast clubs and after-school provision are subject to a separate risk assessment. • Behaviour policy amended to reflect covid-19 protocols • Schools should avoid performances with an audience and follow latest (separate) guidance for music, dance and drama 	<ul style="list-style-type: none"> • SBM and HT to review and revise existing risk assessments in the light of Covid-19 • Where staff wish to participate in curriculum activities such as DT, art etc a risk assessment should be completed at least seven days prior to the planned activity and shared with the HT to ensure that mitigating measures can be put in place; activities should not go ahead if a risk assessment has not been signed off • Read in conjunction with PE risk assessment shared previously • School trips are restricted in the Autumn and Spring term and will be non-residential; Risk assessments should be completed via Evolve for authorisation – advice will be sought from the LA • Where additional extra-curricular activities are requested by the PTA, these must be discussed with the HT at least two weeks in advance so that advice can be sought and risk assessments written • Where known lettings request to use the premises, a risk assessment will be requested and scrutinised. Additional mitigating measures may be insisted on • Poplar Club (Wraparound Care) will begin in September though places will be limited initially and preference given to the children of keyworkers – see separate RA • Annexe added to school behaviour policy to reflect Covid-19 protocols
8. Monitoring		
Control measures set out in this risk assessment do not prove effective	<ul style="list-style-type: none"> • Named school staff will monitor the application and effectiveness of the control measures set out within this risk 	<ul style="list-style-type: none"> • SLT to monitor the effectiveness of the preventative measures set out above, and the compliance of staff, children and visitors

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
Levels of compliance are inadequate	assessment, and the level of compliance by staff, visitors and pupils <ul style="list-style-type: none"> • Non-compliance will be addressed immediately • Regular communication with staff on the outcomes of the monitoring • LA H&S Advisers are able to visit the school site to assess compliance 	to the school – staff refusing to comply will be subject to disciplinary procedures <ul style="list-style-type: none"> • Staff to share any concerns with HT so that these can be addressed immediately • HT to share outcomes of monitoring with staff and inform of changes to RA • Staff encouraged to gently insist on compliance by reminding each other and children of the need to comply with protocols
9. Other risks – specific to your school		
Adults crossing bubbles due to the nature of their role e.g. PPA, peripatetic music teachers, representatives from external agencies resulting in direct or indirect transmission of the virus		<ul style="list-style-type: none"> • All adults crossing bubbles to maintain a 2m distance from children at all times. • Adults to carry hand sanitiser; hands to be cleansed before entering and leaving a room. • Adults should make minimum contact with surfaces and touchpoints. These should be cleaned after the member of staff has left the room. • Learning activities should be prepared in such a way that they can be taken away to mark and returned and stuck into books. • PPA teacher to cross bubbles only when necessary; lunches to be taken in the bubble where she is based prior to lunch • Music lessons to take place in 'The Nest', doors and windows to remain open at all times during the lesson; surfaces and touchpoint to be cleaned following session by peripatetic teacher. • External agencies to use Churchill when working with children. They should be asked to clean surfaces and touchpoints when leaving.
School experiences a heatwave: 'normal' procedures (opening windows overnight, closing in the morning, closing blinds and using fans) go against Covid-19 advice		<ul style="list-style-type: none"> • Crack internal facing/lockable windows open overnight to reduce ambient temperature in the classroom • Partially close classroom blinds during the day to enable ventilation but shield sun • Spend time in shaded areas outdoors ensuring that bubbles are socially distanced; avoid learning activities which expend energy • Provide frequent opportunities for re-hydration

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		<ul style="list-style-type: none"> • Do not use fans if there is inadequate ventilation in the classroom, office - https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm
<p>Children participate in music lessons as part of the school curriculum</p>		<ul style="list-style-type: none"> • Handwashing should take place before and after each session • When singing or playing instruments, children should participate outdoors, standing back to back to reduce aerosol transmission, each pair maintaining a distance of 2m • Only half of each class should be engaged in singing at any one time. • Accompanying music will be kept at levels which do not encourage the raising of their voice unduly • Staff should maintain a minimum of 2m social distancing during music lessons where instruments are used • Peripatetic music teachers should ensure that the nest is ventilated by opening doors and windows • Instruments will be disinfected after use
<p>Use of additional heaters in classrooms in order to maintain thermal comfort</p>		<ul style="list-style-type: none"> • Minimise risk of overload by using no more than two heaters per classroom • Heaters will be guarded in order to reduce the risk of burns • Heaters will be sited at least 1.5m away from the children
<p>Other Risks</p>		
<p>Staff at risk of harm from the use of Covid-19 testing protocols (see also separate RA)</p>	<ul style="list-style-type: none"> • Safe storage and handling of test kits • Maintaining of social distancing measures during distribution of tests • Clarity of instructions for usage of tests 	<ul style="list-style-type: none"> • Tests will be stored in HT's office at room temperature, in accordance with SOPs • Distribution of tests from the school hall will be staggered to avoid crowding • Staff will be required to wear masks during collection • Staff will use hand sanitiser on entry to and on leaving the hall

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
		<ul style="list-style-type: none"> • Tests will be placed on spaced tables to ensure that staff maintain 2m at all times • Staff have been provided with the latest instructions, flow charts and an information booklet to ensure that tests are used correctly and results reported appropriately. • From March 8th, visiting professionals will be incorporated into the school's protocols for LFD Tests; professionals carrying out one-off visits will be provided with a LFT on arrival, more frequent visitors e.g. peripatetic teachers will be provided with test kits to take twice-weekly tests – see LTF RA/protocols

I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything significant changes. All relevant parties will be informed of the outcomes of this risk assessment.

Name of Headteacher	Lesley Shellard	
Signature of Headteacher	<i>L E Shellard</i>	Date: 19.07.20
Name of Chair of Governors / Trustees	Emma Larkham	
Signature of Chair of Governors / Trustees	<i>E Larkham</i>	Date: 21.07.20
Date of review	05.03.21	