


IMPORTANT – please read this information before completing this risk assessment.

This is a model risk assessment and MUST be adapted to reflect the significant hazards and control measures present in your site to allow the safe return of pupils and staff to your school. This is a live document and it must be continuously reviewed alongside the latest Covid-19 government guidance. It must also be read alongside existing risk assessments and health and safety arrangements for your school.

The control measures listed **are prompts** and will not necessarily reflect those in all establishments and you MUST adapt it by adding (or removing) **and outlining in detail the** control measures as appropriate to your establishment.

If you need help to complete this risk assessment, please refer to HS47 (Risk Assessment Arrangements) or telephone the Devon Health & Safety Service on 01392 382027.

*For local health protection advice please call (**awaiting number**).*

	Establishment/Department: DCC	Establishment Risk Assessment	RA100
	Address :Stoke Hill Federation, Stoke Hill, Exeter, Devon, EX4 8EL		
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors Nursery, Foundation Stage, Y1, Y6 and Keyworker Children		Date assessment completed: 14.05.20 Reviewed and updated: 11.06.20	
<p>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)</p> <p>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>General guidance on completing risk assessments is available at arrangements note HS47.</p> <p>Updates:</p>		<p>Assessor(s): Headteachers: Roy Souter Sarah Mackay</p> <p>This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.</p>	
<p>All staff need to be aware of the government’s guidance contained in ‘Implementing Protective Measures in Education and Childcare Settings’</p> <p>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</p>		<p>Document printed and circulated to all staff by:</p> <p>Mel Barton (SHJS), Sharron Rudge (SHINS) May 2020</p>	
Key : Green – Y6 Blue – FS/Y1 Purple - Nursery			

Significant Hazard Section	Control measures in place																																																
	<i>Additional measures or actions not included in this column below should be put in the assessor’s recommendations at the end of this document</i>																																																
Movement of persons around the school																																																	
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<p><i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. Use alternative drop off locations where possible</i></p> <p>Stagger drop-off and collection times - Identify any traffic issues. Mark paths with spots to indicate 2m distancing</p> <p>Protocol for the start and end of the day discussed and shared with all parents as part of ‘Preparation for Reopening’ conversation.</p> <p>Re-opening guide issued to Parents/Carers</p>																																																
Parents gathering at school gate not social distancing	<p><i>Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely.</i></p> <p>Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact.</p> <p>Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</p> <p>Parents pick up and drop off from designated areas:</p> <table><tr><th>Class bubble</th><th>Classroom</th><th>School Entrance/Exit</th><th>Drop off/Collection</th><th>School Starts</th><th>School Ends</th></tr><tr><td>EYFS Owls</td><td>FC</td><td>Nursery Gate</td><td>FC Outside Area</td><td>8.45</td><td>3.15</td></tr><tr><td>EYFS Robins</td><td>FT</td><td>Nursery Gate</td><td>FT Outside Area</td><td>9.00</td><td>3.30</td></tr><tr><td>EYFS Wrens</td><td>FR</td><td>Nursery Gate</td><td>FR Outside Area</td><td>8.45</td><td>3.15</td></tr><tr><td>KS1 Robins</td><td>2F</td><td>Back Gate</td><td>2F Outside Area</td><td>8.45</td><td>3.15</td></tr><tr><td>KS1 Owls</td><td>2MH</td><td>Back Gate</td><td>2MH Outside Area</td><td>9.00</td><td>3.30</td></tr><tr><td>Y1 Owls</td><td>1L</td><td>Adventure Gate</td><td>1L Outside Area</td><td>8.45</td><td>3.15</td></tr><tr><td>Y1 Robins</td><td>1OK</td><td>Adventure Gate</td><td>Playground Fence</td><td>9.00</td><td>3.30</td></tr></table> <p>Staggered start and end of the day for each Micro-School</p>	Class bubble	Classroom	School Entrance/Exit	Drop off/Collection	School Starts	School Ends	EYFS Owls	FC	Nursery Gate	FC Outside Area	8.45	3.15	EYFS Robins	FT	Nursery Gate	FT Outside Area	9.00	3.30	EYFS Wrens	FR	Nursery Gate	FR Outside Area	8.45	3.15	KS1 Robins	2F	Back Gate	2F Outside Area	8.45	3.15	KS1 Owls	2MH	Back Gate	2MH Outside Area	9.00	3.30	Y1 Owls	1L	Adventure Gate	1L Outside Area	8.45	3.15	Y1 Robins	1OK	Adventure Gate	Playground Fence	9.00	3.30
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Overcrowding in classrooms and corridors.	<p><i>Keep to small groups - classes split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant).</i></p> <p><i>Desks to be spaced as far apart as possible.</i></p> <p><i>Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other class groups.</i></p> <p><i>Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i></p> <p>Keeping to small groups – Maximum 15 per class EYFS/KS1</p> <p>Children ‘keep to the right’ whilst walking along corridors</p> <p>Children ‘pass to the right’ when moving around the room/site</p> <p>Classes split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant).</p> <p>Where social distancing in the nursery is difficult to ensure, groups attending will be up to 10</p> <p>Tables to be spaced as far apart as possible. Seating plans in rooms, and children taught to sit in the same place when they are in the room.</p> <p>Storage furniture re-situated where possible to maximise space available</p> <p>Single use tables</p> <p>Staff know who was closest to who/in which room if a child or member of staff becomes unwell</p> <p>To support social distancing there will be 1 x Teacher and at least 1 x Full Time TA.</p>
Increased numbers during breaks compromising social distancing.	<p><i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible</i></p> <p>Staggered break times, children remain in class bubble including lunch and break times – maximum of 15</p> <p>No ‘break’ during the nursery day, provision is ‘continuous’</p>
Increased numbers during lunchtime compromising social distancing.	<p><i>Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i></p>

	<p>Staggered lunchtimes, children remain in class bubble including lunch and break times – maximum of 15</p> <p>Lunches delivered to classrooms Y6 and KS1/EYFS</p> <p>Lunches inside class bubble – maximum 15</p>
Spread of virus due to increased numbers of people within the building.	<p><i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i></p> <p><i>Inform parents that one parent should accompany their child to school.</i></p> <p><i>School building closed to parents/carers and non-essential visitors.</i></p>
Inadequate social distancing measures leading to spread of the virus	<p><i>Always keep cohorts together where possible – in same small groups of maximum 15 pupils and not mixed on subsequent days. Each cohort should retain the same teacher / TA. No mixing of groups e.g. for sports.</i></p> <p><i>Class bubble – staff remain assigned exclusively to class bubble</i></p>
Premises related matters	
Changes to building use being safe for pupils & staff– e.g. storage, one-way systems, floor tape	<p><i>Review Whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms)</i></p> <p><i>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i></p> <p>Risk assessment for changes & monitoring e.g. fire, first aid and other Health & Safety needs are met.</p> <p>Keep to the right system in place in the main corridor.</p> <p>Classrooms spaced around the school site.</p> <p>Emergency evacuation procedures reviewed and remain unchanged apart from social distancing at assembly point where practicable.</p> <p>First Aid and medication administered in class bubbles.</p>

<p>Staff Capacity with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratio</p>	<p>Nursery groups to be staffed by: x1 L3 practitioner or teacher with x1 L2 practitioner All class bubbles to have 1 Teacher and at least 1 full time TA</p> <p>Y6 Micro-school to be staffed by: At least 1 teacher or HLTA At least 1 TA At least 1 MTA</p>
<p>First Aid procedures – Reduced numbers of first aiders and Paediatric first aider</p>	<p><i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings.</i></p> <p>Class bubbles have first aid trained TA and EYFS will have a Paediatric trained first aider available</p>
<p>Fire Procedures</p>	<p><i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes.</i> <i>Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i></p> <p>Risk assessment carried out – no changed to evacuation procedures apart from social distancing at assembly point where practicable. Maintenance and monitoring systems remain unchanged.</p>
<p>Water hygiene – management of legionella</p>	<p><i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak (and NPS guidance: Water Hygiene Management during Covid-19 Lockdown))</i></p> <p>Maintenance and monitoring systems remain unchanged.</p>
<p>Using and monitoring new practices to reduce risk of Covid-19 transmission</p>	<p><i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases.</i> <i>Daily morning and end of the day briefings. Headteachers and school leaders must monitor arrangements throughout the day and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i></p> <p>Clear signage around school site, staff given Covi-19 H&S Induction with written guidance available. Children given appropriate H&S Induction on return to school. Written guides around school.</p>

Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<p><i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i></p> <p>Maintenance systems unchanged, access given where appropriate for testing and maintenance.</p>
Staff rooms and offices to comply with social distancing and safe working practice	<p><i>Numbers of people reduced at one time on a rota to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i></p> <p>Staff allocated to small working teams with designated toilets/kitchen facilities staff rooms.</p> <p>Hygiene routines in shared areas.</p>
Ventilation to reduce spread	<p><i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. Ventilation to chemical stores should remain operational</i></p> <p>Open windows and prop open all doors.</p> <p>All rooms in use to have ventilation, this is covered in staff induction.</p>
Management of waste	<p><i>Ensure bins for tissues are emptied throughout the day. Follow guidance on disposal of waste (such as used fluid resistant masks) https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of</i></p> <p>All areas provided with lidded bins for secure waste, with daily cleaning routines in place.</p>
Lessons or activities to take place outdoors in line with social distancing	<p><i>Decide which lessons or classroom activities can take place outdoors and refresh risk assessment for outdoor space</i></p> <p><i>New timetable in place to maximise use of outdoor learning spaces (staff refer to Elmer grid).</i></p>
Cleaning and reducing contamination	

Contaminated surfaces spreading virus.	<p><i>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Regular cleaning. Remove items such as play dough, sand and soft furnishings and toys from early years setting to reduce contact surfaces. Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</i></p> <p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.</p> <p><i>Remove cloth items/soft furnishings/clear surfaces</i></p> <p>Regular cleaning, high touch/traffic areas will need particular attention.</p> <p>All classrooms to have their own cleaning kit (anti-bacterial spray, cloths) stored safely.</p> <p>TA's maintaining hygiene standards throughout the day, using cleaning stations in each bubble/areas.</p>
Using play equipment - multiple use	<p><i>Appropriately cleaned between groups of children and only one group / class of 15 maximum at a time</i></p> <p>Rota in place for the use of outdoor play equipment, children in each bubble will have a designated outdoor areas with equipment/apparatus and will wash and gel hands before and after use.</p>
Shared resources and equipment increasing spread	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to reduce social distancing. Enhanced cleaning regimes.</i></p> <p>Prevent the sharing of stationery and other equipment.</p> <p>All children to have their own stationery kit. They will be taught not to share or borrow as part of reopening arrangements pack.</p> <p>Books and other essential resources to be wiped with antibac at the end of the day</p> <p>Play items to be cleaned throughout the day in the nursery</p> <p>Teachers to have ample spare equipment for children who lose theirs.</p>
Cleaning staff and hygiene contractors capacity - providing additional requirements	<p><i>Discuss with cleaning staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe and https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings. Checklist clip boards in each class bubble for cleaning staff to check off areas and types of cleaning required.</i></p>

	<p>Discuss with cleaning staff the additional cleaning requirements. This includes any high touch/high traffic areas. Daily cleaning checklists provided for individual cleaners designated areas.</p>
Sufficient handwashing facilities for staff and pupils	<p><i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible.</i></p> <p>Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments – the correct sanitiser 70% alcohol.</p> <p>Soap and warm water is the preferred cleaning method.</p> <p>Small staff teams have designated areas for handwashing facilities.</p>
Additional time for staff and pupils to carry out handwashing	<p><i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day</i></p> <p>Frequent hand cleaning as part of normal routine</p>
Handwashing practice with children	<p><i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at: https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus</i></p> <p>Review the guidance on hand cleaning and introduce handwashing songs for younger children.</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently.</p> <p>Children in class bubbles to wash hands throughout the day, before and after using any equipment, before and after lunch. Class Teacher and TA's supervising continually.</p>
Sufficient supplies of soap and cleaning products	<p><i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i></p> <p>Discuss with suppliers and caretaker to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Designated staff to check supplies remain adequate during the day.</p> <p>Covid-19 H&S centralised store within caretakers room for class bubbles and staff areas with items labelled, TA's to replenish class bubble stock.</p>
Toilets being overcrowded	<p><i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Where possible different toilets should be used by each different group.</i></p> <p>Limiting the number of children or young people who use the toilet facilities at any one time. Limited to 2 per toilet in EYFS/KS1 toilets. Toilet cubicles and sinks not in use are taped off to ensure social distancing. Children supervised.</p>

	EYFS/KS1 children will access the toilets as Bubbles at appropriate times of the day. For use between these times, a child will be accompanied by an adult from the bubble. Toilets will be cleaned regularly throughout the day.
Staff related issues	
Inadequate training for Heads on completion of RA for covid-19 return leading to anxiety and lack of the reassurance needed for staff	<i>Guidance, risk assessment and checklist provided to schools, Schools DfE Helpline and resources, access to support via LA</i> SLT have worked hard to understand and implement gov.uk guidance.
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<i>If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Carefully planning the year groups for whom provision is offered (using the DfE priority list) based on staff availability. Follow government guidance on creating and staffing your temporary teaching groups: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups</i> Not currently an issue, school reopened for limited numbers with increased staff ratios to implement Covid-19 H&S requirements. Some staff working from home can be rota'd in when required.
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<i>Talk to staff about (or where not possible put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. Staff to have read:</i> <ul style="list-style-type: none">• Staff Induction re Covid-19• H&S Covid-19 information provided for staff• Risk Assessment• Their specific timetable• Scripts for parents and children to explain rules and arrangements• Staff wellbeing pack issued by SLT and SLT monitoring staff regularly All staff have access to support arrangements and quiet spaces - Daylight Room/POD if they need to withdraw All staff have seen and been talked to re the Risk Assessment and details of arrangements, and asked for their input and ideas. Essential staff at school and encourage work from home if possible.
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>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.</i> Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure

	<p>times), including discussing whether training would be helpful – this should be communicated and documented that staff have been informed and understand.</p> <p><i>Provide a written summary or poster for easy recall of agreed measures.</i></p> <p>A written record of the processes and who has been trained.</p> <p>H&S Covid-19 Q&A on daily board in staff H&S info hub.</p>
Accessing testing arrangements are clear for all staff	<p>Access to testing is already available to all essential workers https://www.gov.uk/apply-coronavirus-test</p> <p>Access to testing is already available to all essential workers. Staff asked to follow guidance and seek test.</p> <p>Confirm that this has been communicated to relevant staff. SLT emailed info to all staff in staff notes.</p>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</i></p> <p><i>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>If a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</p> <p>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</p> <p>If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p>
High risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p>A risk assessment should be undertaken for vulnerable groups, for DCC using the 'DCC Covid -19 vulnerable groups risk assessment' document https://devoncc.sharepoint.com/:w:/s/HRCOVID-19/ETkvMzIbd65JnQJBILQMBt8Bzirqf3g89ikk3fMTyiFA3A?e=M2B5rJ along with DCC 'Managers Guide to Supporting BAME colleagues' https://devoncc.sharepoint.com/:w:/s/HRCOVID-19/EVvUSQ3BmlJxNja2RpcSLj6oBITFU8E2gwSIjDTBDnsKmgA?e=DqChh6</p> <p>Guidance on shielding and protecting extremely vulnerable persons https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 and clinically vulnerable people https://www.gov.uk/government/publications/staying-</p>

	<p>alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people should also be followed when considering staffing arrangements.</p> <p>Protective measures in place for staff at work. Staff currently working remotely will carry out a Risk Assessment to assess if they can return to work safely.</p>
Staff use of PPE	<p><i>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance</i> https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way.</p> <p><i>Complete PPE pack to be available in each classroom and additional PPE stored in the First Aid areas and disabled toilet with nappy changing facilities for Nursery/EYFS children. Guidance given via Covid-19 document by SLT</i></p>
Use of PPE Lack of understanding	<p><i>Adequate training / briefing on use and safe disposal</i> <i>Follow guidance on putting on and taking off standard PPE</i> https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures <i>and above guidance on use in education settings.</i></p> <p>Intimate care: nappy changing – PPE should be worn; apron, gloves and mask. This care should be carried out in the designated disabled toilets. Dirty nappies should be put into the nappy bin provided. Once the intimate care has been completed the changing area should be wiped down and all the wipes and used PPE should be disposed of into the lidded bin provided. The room should then be thoroughly sprayed with an antibacterial aerosol. The toilet door should be left open for 10 minutes to ventilate the room. Signage at the toilet entrance will indicate when the toilet is safe to use again.</p> <p>Intimate care: wetting - PPE should be worn; apron, gloves and mask. This should be carried out in a cubicle in the child's usual toilet with the child undressing/dressing themselves as much as possible. All soiled clothing should go into a plastic bag and be left on a shelf in the toilet. Used PPE should be disposed of in the lidded bin provided.</p> <p>Intimate care: soiling/vomiting requiring showering - full PPE should be worn; apron, gloves, mask and face shield. Showering should be carried out by the Class Bubble TA with a member of the LT stood at the doorway. Parents should be contacted in the usual way. All of the child's soiled items should be double bagged. The shower/toilet area should be cleaned. Used PPE should be disposed of in the lidded bin provided. The room should then be thoroughly sprayed with an antibacterial aerosol. The toilet door should be left open for 10 minutes to ventilate the room. Signage at the toilet entrance will indicate when the toilet is safe to use again. The child should wait with their TA or a member of the LT in the First Aid Isolation Room (1B).</p>

Dealing with suspected and confirmed cases / cases	<p>Follow government guidance on what happens if someone becomes ill and what happens if there is a confirmed case of coronavirus in a setting 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#when-open</p> <p>Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes.</p>
Pupil related issues	
Vulnerable groups who are clinically, extremely vulnerable.	<p>Parents should follow medical advice if their child is in this category: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version or if someone within their household is in this category https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Parents should follow medical advice if their child is in this category</p>
Children with EHCP	<p><i>Complete risk assessment before attendance</i></p> <p>Complete risk assessment before attendance. Gill Holmyard and Kelly Walton with support staff and parents discuss and agree what level of support is possible</p>
Pupils unable to follow guidance	<p><i>Ensure that the same teacher(s) and other staff are assigned to each group. some children will need additional support to follow these measures</i></p> <p>Reopening arrangements discussed with every child and their family, followed up in writing.</p> <p>Ensure that the same teacher(s) and other staff are assigned to each group. Some children will need additional support to follow these measures.</p> <p>Regular discussion with parents, including the option of home schooling, for children who cannot follow social distancing arrangements.</p> <p>All children inducted each day in class to the schools Covid-19 6 rules to safety.</p>
Specific issues for EY stage children understanding social distancing	<p><i>Further EYFS stage guidance to be issued</i></p> <p>School has increased staff ratios.</p>
Member of a class becoming unwell with COVID19	<p><i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres</i></p>

	<p><i>away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i></p> <p>If a child is awaiting collection, they will be moved to the isolation room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.</p> <p><i>The supervising staff member to wear gloves/apron/shield/goggles as appropriate</i></p> <p>If it is not possible to isolate the child, move them to an area which is at least 2 metres away from other people. A clear policy of who is responsible for calling NHS 111 for symptomatic children.</p> <p>A child tests positive with C19 – the Class Bubble will be closed and all staff and parents/carers will be informed. Staff and children will need to self-isolate for 14 days. The Class Bubble classroom will be closed off and left to decontaminate for 7 days. A deep clean will be undertaken before it is reopened.</p>
Transport	
Travel to school and provision of safe school transport:	<p><i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consider needs to be given to taxi and escort services.</i></p> <p>Encouraging parents and children and young people to walk or cycle to school where possible.</p> <p>All children will need to be dropped off and picked up by one responsible adult to ensure no social mixing outside of school.</p>
School Transport arrangements support changes to school times	<p><i>Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</i></p>
Provision of food	
Kitchen facilities comply with latest Covid19 guidance to reduce risk of infection/contamination	<p><i>Follow usual food safety and hygiene procedures and Government guidance for catering establishments https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery . Ensure Health & Safety policies are followed</i></p> <p>Guidance from Government</p> <p>Ensure Health & Safety policies are followed, continue with usual food hygiene (as trained)</p> <p>Relevant checks carried out on catering equipment to ensure its safe operation.</p>

	Reduced use of dishes and cutlery, meals provided in bags. All washing to be done in the dishwasher at 60 degrees.
Food that is able to be prepared on premises is compliant with Covid - 19 health and hygiene guidance	<i>As above</i>
Catering staff are operating in a safe environment	<p><i>Catering staff to follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i></p> <p>Social distancing where possible.</p> <p>If social distancing is not possible due to kitchen constraints, talk to catering staff about how this will be managed.</p>
Communications with parents and others	
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<p><i>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i></p> <p>Poster on main door informs parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus. Parent/carers to contact the office via phone or email in the first instance.</p> <p>Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site.</p> <p>Inform any visitor, suppliers, contractors of any infection control procedures on site.</p> <p>All deliveries will take place outside school operating hours.</p>
Suppliers understanding and complying with new arrangements	<p><i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i></p> <p>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</p> <p>Agreement from Suppliers of their confirmation and understanding of the new arrangements should ideally be sought</p>
Communications to parents and staff	<p><i>Regular communications</i></p> <p>Regular communications – identified and logged.</p> <p>Weekly Update to parents and Staff Notes</p>

Parent aggression due to anxiety and stress.	<p><i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i></p> <p>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety.</p>
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Assessor's Recommendations - Additional Control Measures or Actions			
Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
All	Ensure Staff regularly communicated to on updates and requirements within this Risk Assessment	Ongoing	Sarah Mackay
All	Posters within school giving clear guidance	Complete	Alison Kenney
All	Communication with parents/carers on returning to school information and guidance	Complete	Sarah Mackay
All	Appropriate information available on Website	ASAP	Sarah Mackay



Signed: Headteacher/Head of Department:

.....**Date 12.06.2020**

The outcome of this assessment should be shared with the relevant staff

A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator