

School Covid 19 Risk Assessment – September 2020

This risk assessment is published to indicate to parents the extent of concern and care that we have in the safe running of the school for its children. It is a working document of the school administration and governance and is changed regularly as national and local advice changes and/or as local circumstances dictate from day to day. The published version may not be up to date and updated versions are not routinely published. If there are queries relating to any aspects of our risk assessment please could they raise these directly with the Headteacher or the administration staff.

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| Name of School | ST Michael's C of E Aided primary school |
| Name of Headteacher | Judith Arkwright |
| Assessment completed by | Judith Arkwright |
| Assessment date | 27/08/2020 |

| RISK | CONTROL MEASURES TO CONSIDER | LOCAL APPLICATION OF MEASURES |
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| 1. Maintaining distancing and reducing contact – entrance and exit routes | | |
| 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 | <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 | Nobody arrives on school transport |
| Numbers of parents and children at entrances and exits impede social distancing. | <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"> • No parents allowed on site • Staggered arrival and departure times for all year groups Year 6,4,5,2 and reception use Back Lane adhering to the socially distancing markers. Year 3 and Year 1 use St Michael’s close entrance 8:40 – Year 6: OSR Year 5 – front door, Year 4 -via playground and year 3 – ST Michael’s close 8:50 Year 2 – Playground, Year 1 - St Michael’s close entrance, Reception – front door <ul style="list-style-type: none"> • Staff to meet and collect children at entrance to school and at St Michael’s Close gate entrance. • One parent to bring their child |

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| | | <ul style="list-style-type: none"> • School entrances and exits have been identified. • Parents informed by letter • Staff informed through staff meeting and with summary document |
| Changes to school routine cause vehicular and pedestrian traffic management issues. | <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"> • Continue with one-way system on the approach to school walking up Back Lane and leaving past the church towards the Green. In St Michael's Close adopt walking up on the right-hand side and leaving on the left-hand side. There will be signage to remind parents when arriving and leaving school • Staff /Headteacher will be allocated to supervise the different arrival and departure times • Only staff cars and delivery vehicles on site |
| 2. Maintaining distancing and reducing contact – internal areas and play areas | | |
| Pupil numbers and room sizes impede the means to reduce contact | <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 | <ul style="list-style-type: none"> • Children in year groups with a maximum of 32 in year 2 • Year groups use their own classroom • Excess furniture and equipment removed to create more space if needed • Tables to be spaced out as far as possible • Children will sit side by side and where possible will be facing the front |

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| | <p>secondary schools this may be in up to year sized groups.</p> <ul style="list-style-type: none"> • Record the names of pupils in each group, and any close contact that takes places between children and staff in different 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. • 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 | <ul style="list-style-type: none"> • Children use the same table wherever possible • Children allocated to a classroom with named adults • Outdoor spaces have been identified and timetabled. When the children use these spaces year groups bubbles will combine for break times and lunch time play. <p>Year 5 and 6 Year 3 and 4 Year 1 and 2</p> <ul style="list-style-type: none"> • Year group bubbles will use them separately for outside PE, Forest school and outdoor learning • A record will be kept of those children who attend breakfast club and Willows(after school club) and breakfast club run by Pre-school |

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| | <p>set out specifically in this risk assessment for first aid or medical attention needs.</p> <ul style="list-style-type: none"> • Ventilation improved where practicable by having windows open. | |
| <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 (not whole school) | <ul style="list-style-type: none"> • Children to remain in their classroom unless they are using the outside environment for break, PE or outdoor learning • Use of a 'walk on the left' policy around school • Children not to bring school bags/ rucksacks. Coats will be hung on corridor pegs. Blue tote bags to be used to store any additional personal belongings e.g. Hats, gloves and lunch boxes. Each child to have an additional carrier bag to store their trainers in. Hung on their corridor peg. • Acts of worship to take place in year groups in classrooms |
| <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. | <ul style="list-style-type: none"> • Two children at a time to use the toilets |

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| | <ul style="list-style-type: none"> • Where practicable avoid different groups using the same facilities at the same time. • Distance markings on floor in queuing area | <ul style="list-style-type: none"> • Key stage one staff to supervise the children using the toilets at busy times of the day e.g. before lunch • Toilets for year 3,4 and 5 to have external door wedged open |
| <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. • Limit use of outdoor play equipment to designated groups at fixed periods • Games which encourage distancing and reduce contact. • Staff supervision to maintain standards. • Any crockery/cutlery used must be cleaned thoroughly. • Catering contractors and other food provision has been subject to specific risk assessment. | <ul style="list-style-type: none"> • Staggered break times with these groupings at break Year 3 and 4 Year 5 and 6 Staggered lunch times with these groups at lunch Year R, 5 and 6 Year 3 and 4 Year 1 and 2 <p>School timetable in place for</p> <ul style="list-style-type: none"> • Use of quiet and science garden • Use of the field and playground • Forest school • Use of fort <p>Play equipment identified for break and lunchtime play Staff reminded of suitable games which children can play to avoid any contact games</p> <p>Year 1 and 2 to share outdoor area for their 'busy' time</p> <p>School lunches to be served in the school hall</p> |

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| | | <ul style="list-style-type: none"> Served in three sittings with children spaced out on school trestle tables. 1.5 metres between each row of trestle tables <p>Sitting one: Reception, year 5 and 6 Sitting 2: year 1 and 2 Sitting 3: year 3 and 4</p> <ul style="list-style-type: none"> Cutlery and plates used cleaned in the school kitchen in the steriliser Dining tables and benches cleaned between sittings Staff to serve children lunch so that no children are walking around the dining hall <p>Catering contractors and other food provision has been subject to specific risk assessment.</p> |
| <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) Staggered break times for staff. Repurpose unused spaces for additional staff rooms. Staff toilets to enforce 2m distancing. | <p>Staff communal area</p> <ul style="list-style-type: none"> Staff can use the staff room but they need to manage the number of adults in the room at any one time. Staggered Break and lunch times will reduce number of staff in staff room Staff meetings and training to take place in a classroom Staff to use own drinks container |
| <p>3. Hygiene and Cleaning</p> | <p>Guidance on cleaning non-healthcare settings</p> | |

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| <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"> • Cleaning company available to clean daily after children and staff left the building |
| <p>Insufficient handwashing and hygiene facilities increase the risk of transmission.</p> | <ul style="list-style-type: none"> • 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. • 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. • Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. | <p>Each classroom to have</p> <ul style="list-style-type: none"> • Hand gel dispenser, tissues, lidded bin, paper towels and soap • Extra washing bowls for each classroom <p>Agreed routine for hand washing throughout the day which includes</p> <ul style="list-style-type: none"> • the start of school • after break and lunch • after using the toilet <ul style="list-style-type: none"> • Each class to have their own Hand gel dispensers as well as several at strategic locations around school including the school entrance, hall and staff room. • Promotion of the 'Catch it, Bin it, Kill it' campaign reinforced to pupils by staff. • Posters around school reinforce message • Resources which are shared by different year groups such as art or PE equipment will be rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) |

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| 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"> • Kept in cleaning cupboard • Contracted cleaning staff trained by cleaning company • Stored in locked cupboard |
| 4. 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. | <ul style="list-style-type: none"> • Site visits only by pre- arrangement • Visitor signing-in book to be updated to include email/telephone number • Hand gel available at school entrance |
| Changes affect normal emergency procedures. | <ul style="list-style-type: none"> • Review of fire assembly points to accommodate reduced contact and distancing where practicable. | <ul style="list-style-type: none"> • Fire evacuation procedures reviewed • Staff and children briefed on procedures |

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| | <ul style="list-style-type: none"> • 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"> • Fire drill practice in first week of school re-opening |
| Site security is compromised by new arrangements. | <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"> • Normal security standards will apply • School outside doors used for drop-off/pick are closed during the school day (and locked if not fire doors). |
| 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. | 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. |
| 5. 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. | <ul style="list-style-type: none"> • The fort is timetabled so only one group uses it at a time • Teachers have identified individual items of play equipment which are to be cleaned between each use and a system is in place to ensure this happens |
| Shared equipment, fittings and resources increase the risk of transmission. | <ul style="list-style-type: none"> • Handwashing before and after each lesson. • Remove unnecessary items from the classrooms and store elsewhere. | <ul style="list-style-type: none"> • Unrequired equipment will be removed from the classroom |

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| | <ul style="list-style-type: none"> • 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 is minimised. | <ul style="list-style-type: none"> • An agreed cleaning regime has been established for door handles and 'touch' points. Additional member of staff to be employed to clean these areas and the toilets in the middle of the day. • Children each have their own stationery pack provided by school stored in a clear zipped wallet. This will include pen, whiteboard pen and board, glue stick, pencil sharpener, coloured pencils and scissors. • lessons will involve a minimum sharing of resources |
| 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. | Staff reminded not to move heavy items in line with school policy |
| 6. 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"> • Staff have shared if they are available • There is a clear system in place for staff to inform us if they are unwell. |
| 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. | Parents are following current medical/government advice if their child is in this category |

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| 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"> • Move to the staff disabled toilet where person can be isolated, with the door shut but the window vent open. An adult will supervise the child. A warning sign will be put on the outside of the door. • PPE available if contact is required. • Inform parent/carer to arrange collection. • Staff toilet to be cleaned following regulations |
| Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight) | <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 | <ul style="list-style-type: none"> • SLT and school business manager aware of PHE “local outbreak management plan” • Class Dojo in place for remote learning |
| Staff wellbeing affected by the working experience. | <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"> • All staff have been informed of the guidance • Staff meetings for staff, TAS and office staff held to inform them of the guidance and our procedures |
| Volunteer wellbeing affected by the working experience | <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. | N/A |

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| | <ul style="list-style-type: none"> Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. | |
| <p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health.</p> <p>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"> Each class group has an identified Teacher and TA team The staff team have planned a curriculum which continues to focus on wellbeing and PSHE |
| <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"> Each classroom, staff room and school office have a clearly identified list of staff with first aid training PPE equipment is available if needed |
| <p>Pupils with special medical needs (administering medication)</p> | <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. | <ul style="list-style-type: none"> Staff training for Oxygen and Epi pen training completed July 2020 |
| <p>1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.</p> | <ul style="list-style-type: none"> Individual risk assessments of children with behavioural difficulties. Ensure a supply of PPE is available based on need. | <p>There are no children attending with specific behavioural needs</p> |

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| | <ul style="list-style-type: none"> • Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk. • 1:1 teaching to be done with reduced contact. | |
| 7. Risk assessments and Policies | | |
| <p>Standard risk assessments do not take account of additional covid-19 risks</p> | <ul style="list-style-type: none"> • Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. • 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. • 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. | <ul style="list-style-type: none"> • All work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements and any updates have been made • External lettings not to resume until term 2 if assessed as safe to do so <p>Willows after school club risk assessment has been updated</p> |

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| | <ul style="list-style-type: none"> Behaviour policy amended to reflect covid-19 protocols. | |
| 8. Monitoring | | |
| <p>Control measures set out in this risk assessment do not prove effective</p> <p>Levels of compliance are inadequate</p> | <ul style="list-style-type: none"> Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils 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 | <p>The headteacher and school business manager to monitor the effectiveness of the measures put in place</p> <ul style="list-style-type: none"> Non-compliance will be addressed immediately Regular communication with staff on the outcomes of the monitoring <ul style="list-style-type: none"> LA H&S Advisers are able to visit the school site to assess compliance |
| 9. Other risks – specific to your school | | |
| <p>Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8.</p> <p>Also add activities such as swimming and indoor gyms as and when restrictions are lifted.</p> | | |

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.

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| Name of Headteacher | Judith Arkwright | |
| Signature of Headteacher | | Date: 27.08.2020 |
| Name of Chair of Governors / Trustees | Simon Knighton | |
| Signature of Chair of Governors / Trustees | | Date: 27/08/2020 |
| Date of review | Ongoing | |