


September back to school risk assessment VERSION 2

RISK ASSESSMENT DETAILS		RISK RATING & EVALUATION OF RESIDUAL RISK																																																			
	Ebor Academy Trust	<p>Assessing level of residual risk = impact x likelihood</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">IMPACT</th> <th colspan="3" style="text-align: center;">LIKELIHOOD</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">Catastrophic</td> <td>People in immediate danger (5)</td> <td style="background-color: #cccccc;">Highly Probable</td> <td>The event is extremely Foreseeable (5)</td> <td>More likely to occur</td> </tr> <tr> <td style="background-color: #cccccc;">Major</td> <td>Harm is more likely than not (4)</td> <td style="background-color: #cccccc;">Probable</td> <td>The event is very Foreseeable (4)</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Moderate</td> <td>Harm is likely (3)</td> <td style="background-color: #cccccc;">Possible</td> <td>The event is Foreseeable (3)</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Minor</td> <td>Harm is unlikely (2)</td> <td style="background-color: #cccccc;">Unlikely</td> <td>The event is not very Foreseeable (2)</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Insignificant</td> <td>Remote chance of dangerous harm (1)</td> <td style="background-color: #cccccc;">Remote</td> <td>The event is unforeseeable (1)</td> <td>Less likely to occur</td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #0070c0; color: white;"> <th colspan="3">What the final score tells you in relation to level of risk</th> </tr> </thead> <tbody> <tr> <td style="background-color: #0070c0; width: 30%;"></td> <td style="width: 30%;">1 – 5</td> <td style="width: 40%;">Very Low</td> </tr> <tr> <td style="background-color: #00ff00;"></td> <td>6 – 10</td> <td>Low</td> </tr> <tr> <td style="background-color: #ffff00;"></td> <td>12 – 15</td> <td>Medium</td> </tr> <tr> <td style="background-color: #ffa500;"></td> <td>16 – 20</td> <td>High</td> </tr> <tr> <td style="background-color: #ff0000;"></td> <td>21 - 25</td> <td>CRITICAL</td> </tr> </tbody> </table>				IMPACT		LIKELIHOOD			Catastrophic	People in immediate danger (5)	Highly Probable	The event is extremely Foreseeable (5)	More likely to occur	Major	Harm is more likely than not (4)	Probable	The event is very Foreseeable (4)		Moderate	Harm is likely (3)	Possible	The event is Foreseeable (3)		Minor	Harm is unlikely (2)	Unlikely	The event is not very Foreseeable (2)		Insignificant	Remote chance of dangerous harm (1)	Remote	The event is unforeseeable (1)	Less likely to occur	What the final score tells you in relation to level of risk				1 – 5	Very Low		6 – 10	Low		12 – 15	Medium		16 – 20	High		21 - 25	CRITICAL
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Academy	STAYNOR HALL COMMUNITY PRIMARY ACADEMY																																																				
TITLE OF RISK ASSESSMENT	Covid 19 Risk Assessment TPA																																																				
DETAILS OF ACTIVITY																																																					
RISK ASSESSMENT LOG REF																																																					
OTHER RISK ASSESSMENTS CROSS REFERENCED*																																																					
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NAME OF EMPLOYEE CONSULTED																																																					
LOCATION OF ACTIVITY																																																					
<p>Headteacher / Principal Please sign to confirm you understand the risks and are taking the precautions necessary to reduce the risk.</p>																																																					
	<p>Date: 14.09.2020</p>																																																				



In welcoming back all of our pupils and staff, it is critical that safety and wellbeing is at the forefront of all of our thinking. The main guidance around this is: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This document has been designed to:

- 1) Identify sources of risk
- 2) Provide detail on what measures to be put in place in order to mitigate that risk
- 3) Assess what can be done to mitigate the risk
- 4) Having put the measures in place, to reflect on and score any residual risk

In putting the leaflet together we have taken on board a wide range of new guidance which recognises the challenges of having all children back in one building.

The assessment has been developed around the 9 systems of control around prevention and control:

Prevention:

- ① minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- ② clean hands thoroughly more often than usual
- ③ ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- ④ introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- ⑤ minimise contact between individuals and maintain social distancing wherever possible



⑥ where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

⑦ engage with the NHS Test and Trace process

⑧ manage confirmed cases of coronavirus (COVID-19) amongst the school community

⑨ contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Hygiene remains at the centre of the strategy to control transmission, it must remain central to all activities. There is also greater emphasis on wellbeing.

Recognizing the logistics of having a full cohort of children, the guidance changes the emphasis from maintaining a set distance, to doing all that is reasonably possible to maintain distancing. 'Reasonably possible or practical' is defined by the HSE as 'weighing a risk against the trouble, time and money needed to control it.'

In conducting this risk assessment ***it is therefore critical*** that you can demonstrate that you have given thought to each risk and what is reasonable and possible to do in order to reduce / mitigate it.



We have outlined steps to take in order to reduce or mitigate risks, and ask the risk assessor to consider each one, decide on what action is reasonably possible and state the reason for this decision.

Where it becomes difficult to mitigate or reduce the risk,; e.g. lack of cleaning staff; or a measure is not deemed appropriate, you must note your reasoning. CST will then work with you to consider the best course of action which could include:

- a) Transfer the risk e.g. contract a company to clean and manage waste, engage with Department of Public Health
- b) . Accept the risk; this may be where the cost or impact on people is greater than the risk of transmission

Although we have produced this generic document, we recognise that every school is different, and we therefore expect each school to take a rigorous approach to interpreting risks in the context of their schools and to add any additional risks they may identify.

The risk assessment is a critical step in ensuring safety, so you must make sufficient time to ensure this is completed thoroughly and by staff who have been trained in undertaking a risk assessment. If unsure please contact Andy Roberts for guidance.

Despite putting the measures in place, there is always going to be a residual level of risk. Having reflected on the preventative measures you will put in place, please score the residual risk in terms of the likelihood of the risk manifesting and the impact.

A discussion with CST has been booked in with each school, to discuss the results and agree a risk score and any support required.

Risks change so you must review risks on an on-going basis and put measures in place to ensure wellbeing and safety, and also check that the measure put in place are working to ensure the controls are:

- ***effective***
- ***working as planned***

- updated appropriately considering any issues identified and changes in public health advice

RISK BEING ASSESSED	PERSONS AT RISK & HOW e.g. employees, pupils, customers, contractors, members of public, other	MEASURES TO REDUCE RISK	HOW YOU WILL IMPLEMENT AND REINFORCE THESE MEASURES. <i>If you propose to accept the risk as you are unable to mitigate it, please note this.</i>	PLEASE DETAIL ANY LIMITATIONS AS A RESULT OF YOUR ENVIRONMENT. <i>If you feel preventative measures are not possible or appropriate, please state this along with your reasons</i>
<p>STAFF WELLBEING</p> <p>https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</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>https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19</p>				
Social distancing ①⑤	Staff at risk due to infection from working too closely with others	Control use of facilities to ensure distancing can be maintained, aiming for 2 metres at all times		
		Signage to remind about distancing		



		Ensure staff are aware of procedures	Minimum occupancy notices on doors of staffroom, admin and leadership offices. Random checks by SLT	
		Encourage engagement with test and trace	Sent out in staff pack	
Social distancing ①③⑤	Unavoidable contact may lead to transmission	PPE guidance provided by CST to be read by all employees, guidance sought where unsure	Documents sent out. Sign up sheet retained in admin office. Notices displayed in key locations.	
Wellbeing	Pressure on staff due to concerns or workload	Ensure staff are aware of wellbeing support that is available	Weekly checks with staff by SLT and awareness of all staff about each others well being.	
		Regular one to ones with staff to discuss wellbeing	Timetabled check ins with SLT	
Allergies may be mistaken for Covid causing concern ③⑥	Anxiety may be caused	Surgical masks available if required All staff issues with a visor to use as needed	Masks available from medical room.	
Lack of staff due to unplanned absence	Inability to continue teaching	Robust plans in place to switch to online learning	Outline of online learning developed for immediate implementation.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)	Likelihood	Impact	Score	
	possible 3	minor 2	6	



AREAS OF CONCERN				
CHILD WELLBEING				
https://www.gov.uk/guidance/supporting-pupils-wellbeing https://www.gov.uk/guidance/supporting-pupils-wellbeing https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance				
Social distancing ①②③⑤	Transmission of virus through close contact	Schools to develop plans for group sizes and maintaining consistent group sizes	Phase bubbles in place. EYFS, KS1 UKS2 and LKS2 Phases in areas of hall for ASC and BC	
Wellbeing	Children may be anxious with new rules and protocols	Encourage parents to reinforce protocols around distancing and provide information to prepare them for their 'new normal' Staff to reassure children and explain when needed	Send out Parents guidance supportive and school specific information	
		Additional support to be available to work intensely with children in particular at start of term	MB am sessions allocated to support. Targeted individual planned for in advance but also time for responsive support.	
		Close monitoring and observation of children to identify any signs of distress	Twice daily check ins and referral to MB if required	



HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Possible 3	Impact Minor 2	Score 6
AREAS OF CONCERN				
ACCESS / EGRESS TO SCHOOL https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19				
Travel to school ①⑤	Virus may spread if too close contact	Minimise number congregating at same times by offering staggered start and end times where appropriate	Calder and Foss to enter through the hall doors.8.45am Esk, Tiny Steps 8.30am Nidd, Aire, Ouse, Dewent in playground between 8.45-9.00	



			Humber own entrance -no parental access 8.45-9am	
		Allocate supervised group collection points	Classes spread over available areas.	
		Ensure parents know they can't come onto site	Sent in newsletter	
		Put in place process for removing face coverings that may be used on arrival at school, ensure the process is known and followed	Yellow bins for disposal in each classroom.	
		Ensure children over 11 yrs are aware they must wear a mask on public transport	No public transport used	
Social distancing ①③⑤	Virus may spread if too close contact	Designated and marked out parking area for contractors and guests with safe distance	No face to face contact with contractors all communication completed through email/text.	
		Number of entrances/exits at site maximised and limited to groups where practical	Minimised with contractors	
Transport ①⑤	Pressure on public transport/ road network	Encourage parents and children and young people to walk or cycle to their education setting where possible	Travel plan document in use for new build. Cycles and scooters not to be left on site.	
		Measures to prevent use of and crowding on public transport including staggered start and finish times	Public transport not used	



		Guidance given to early years Staff on dealing with soiled clothing	n/a	
		Area to change allocated, Bags to put clothing in provided	n/a	
Airborne transmission ①③	Virus spread across school	Parents to complete and return allergy declaration form prior to children attending. Information to be securely stored with controlled access and disposed of after a year		
Airborne transmission	Potential to infect others	Ensure staff are clear on the need to provide a doctors note for non attendance	Self certification is also accepted.	
Preventing those with specified health conditions from risks arising from attending ①②⑤	Spread of virus to anyone in school	Ensure staff and parents are aware that those with specified medical conditions which make them more vulnerable to COVID-19 should continue to follow Government advice	Included in Parent Pack	
Close contact and airborne transmission ①③⑤		Plan in place to ensure distancing can be observed during access and egress of building	Extended arrival and departure time. One way system in place. Parents encouraged to drop and go with staff on duty.	
Close contact and airborne transmission	Reception staff	Staff must operate behind their protected area	Admin office is not entered by anyone other than the admin team and DB	



①⑤⑥				
Close contact and airborne transmission ①②③⑤	All staff, guests and contractors	Keep wipes by sign in screen to wipe after every touch / use	In place	
Close contact and airborne transmission ①⑤	Reception staff	Deliveries should be placed outside the door of the school. Delivery to be picked up wearing disposable gloves which are then disposed of along with the container in the school bins	Family rooms used to receive post etc.	
	Reception staff	Implement a booking system for parents and visitors coming into school, limiting the number in at any one time. Log of visits should be retained	Only pre booked necessary appointments will be accepted.	
		Ensure parents know they are not allowed to 'turn up' to school without an appointment	Only pre booked necessary appointments will be accepted. Added to parents letter	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Possible 3	Impact Minor 2	Score 6
AREAS OF CONCERN				



MOVEMENT AROUND BUILDING				
Virus contracted whilst moving around building through airborne or close contact transmission ①⑤	Staff/Children/Contractors	One way systems where possible	Marked out 2m zones, children and staff not in the same zone. No unnecessary movement around school. use of radios and hangouts to reduce staff traffic. Staff will work with contractors to ensure egress and departure routes remain accessible	
		No assemblies unless via hangouts or within class groups	Weekly celebration certificates delivered in person by DB. Class assemblies take place	
		Educate staff and children on voice control to prevent the need to shout. Use posters to reinforce	Singing related to curriculum kept at a minimum with children sitting in rows and good ventilation. Outside where possible	
		Rotas and systems to avoid contact between groups	Limited movement round school. Staggered lunchtime for the EYFS and KS1 children using the hall. Playground rotor for children to use in their bubbles	
		Pinch points and bottle neck points identified and managed accordingly.	Limited movement round school.	
		Identify where screens would help prevent transmission of virus	Not necessary	



		Signage in place to remind people and reminders from line managers	Regular staff briefings	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)	Likelihood Unlikely	2	Impact minor	Score 4
AREAS OF CONCERN				
USE OF CLASSROOMS - EACH ROOM TO BE ASSESSED INDIVIDUALLY, PLEASE ADD ONE ROW FOR EACH ADDITIONAL ROOM AND REPEAT SAME CHECKS				
https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools				
Classroom DERWENT Assessing and preventing transmission of virus in the classroom through close contact or surface transmission	Staff/Children potential exposure to virus through close contact or picking it up from surfaces	Classrooms to be organised to maximise distancing	Excess furniture removed.	



①②③④⑤		Enter classroom one by one, populating seats front to back to reduce contact where possible	This is the arrangement in KS2	
		Arrange seating for children to sit side by side no more than 15 per row where possible	All unnecessary furniture moved. Class seating in rows of 2 desk	
		Minimise face to face child/teacher time	2m distance at the 'teaching table' Nest set for well being intervention with space between teacher and child.	
		Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces.		
		Resources shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles	cleaning routine in place. PE equipment kept to a minimum and restricted to class for a period of several weeks. Thoroughly cleaned when moved to another class.	
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with		



		fire alarm activated door closing devices		
		Own equipment only to be used by each child or allocated equipment where possible	Pencil cases set for each child and retained in tidy tray beneath desk	
		Mark out areas to reinforce distancing	Teacher zone at the front of the class	
		Daily awareness briefings by line managers, posters, manager spot checks	Emailed briefings each morning to follow up on issues observed when carrying out daily checks	
Classroom FOSS Assessing and preventing transmission of virus in the classroom through close contact or surface transmission	Staff/Children potential exposure to virus through close contact or picking it up from surfaces	Classrooms to be organised to maximise distancing	LOCATED IN STUDIO	
①②③④⑤		Enter classroom one by one, populating seats front to back to reduce contact where possible	Cloakroom facilities in hall with sufficient space. Children enter through the hall fire door	
		Arrange seating for children to sit side by side no more than 15 per row where possible	Class seating in in rows with space at the front for the teacher	



		Minimise face to face child/teacher time		
		Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces.		
		Resources shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles	cleaning routine in place. PE equipment kept to a minimum	
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices		
		Own equipment only to be used by each child or allocated equipment where possible	Pencil cases set for each child in tidy tray beneath desk	
		Mark out areas to reinforce distancing	teacher zone at the front of the class	



		Daily awareness briefings by line managers, posters, manager spot checks	Emailed briefings each morning to follow up on issues observed when carrying out daily checks	
Classroom CALDER Assessing and preventing transmission of virus in the classroom through close contact or surface transmission	Staff/Children potential exposure to virus through close contact or picking it up from surfaces	Classrooms to be organised to maximise distancing	LOCATED IN LEADERSHIP AREA screens used to allow additional space to be allocated.	
①②③④⑤		Enter classroom one by one, populating seats front to back to reduce contact where possible	Cloakroom facilities in the hall	
		Arrange seating for children to sit side by side no more than 15 per row where possible		
		Minimise face to face child/teacher time	2m distance at the 'teaching table'	
		Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces.		



		Resources shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles	Cleaning routine in place. PE equipment kept to a minimum	
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices	No door to classroom, ventilation by gap in screens	
		Own equipment only to be used by each child or allocated equipment where possible	Pencil cases set for each child in tidy trays	
		Mark out areas to reinforce distancing	teacher zone at the front of the class	
		Daily awareness briefings by line managers, posters, manager spot checks	Emailed briefings each morning to follow up on issues observed when carrying out daily checks	
Classroom HUMBER Assessing and preventing transmission of	Staff/Children potential exposure to virus through close contact or picking it up from surfaces	Classrooms to be organised to maximise distancing	All unnecessary furniture moved.	



virus in the classroom through close contact or surface transmission				
①②③④⑤		Enter classroom one by one, populating seats front to back to reduce contact where possible		
		Arrange seating for children to sit side by side no more than 15 per row where possible		
		Minimise face to face child/teacher time	2m distance at the 'teaching table'	
		Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces.		
		Resources shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours	Cleaning routine in place. PE equipment kept to a minimum	



		for plastics) between use by different bubbles		
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices		
		Own equipment only to be used by each child or allocated equipment where possible	Pencil cases set for each child in tidy trays	
		Mark out areas to reinforce distancing	teacher zone at the front of the class	
		Daily awareness briefings by line managers, posters, manager spot checks	Emailed briefings each morning to follow up on issues observed when carrying out daily checks	
Toilets ②④⑤	Staff/Children/ Contractors	Ensure cleaning rota in place		
KEY STAGE 1 OUSE Preventing transmission of virus in the classroom	Staff/children through close contact or picking it up from surfaces	Avoid time spent with in 1 metre of a child	Tables/ areas where child/children will work with the teacher are identified and are at least 1m apart. Time for these sessions maximised at 15 mins	
KEY STAGE 1 AIRE	Staff/children through close contact or picking it up from surfaces	Avoid time spent with in 1 metre of a child	Tables/ areas where child/children will work with the teacher are identified and are at least 1m apart.	



Preventing transmission of virus in the classroom			Time for these sessions maximised at 15 mins	
EYFS Preventing transmission of virus in the classroom	Staff/children through close contact or picking it up from surfaces	Minimise time spent with in 1 metre of a child	Tables/ areas where child/children will work with the teacher are identified and are at least 1m apart. Time for these sessions maximised at 15 mins	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)		Likelihood Unlikely 3	Impact minor 2	Score 6
AREAS OF CONCERN				

STAFF REST ROOMS				
https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres				
Close contact and surface transmission	Everyone close contact or picking it up from surfaces	Rotas ensure distancing can be maintained in staff areas		Rotas in place and maximum occupancy. Additional space allocated in Cook School



④⑤				
		Cleaning schedule in place to ensure equipment cleaned after use		Signage in place
		Own utensils used		Staff informed and reminded where necessary
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Minor 2	Score 4
AREAS OF CONCERN				
PLAY/ EXERCISE / MUSIC				
Close contact and surface transmission ②③④⑤	Staff/Children may suffer contamination through close contact and virus picked up from surfaces	Prevent use of equipment that could transmit virus		
		Encourage outdoor play wherever possible		
		Rota and segregation for outdoor space to maintain distancing	Playground timetabled for two classes of the same bubble at any one time	



		Rota for cleaning play equipment		
		No wind or brass instrument playing. Singing limited to essential curriculum delivery		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Minor 2	Score 4
COMMENTS OR CONCERNS				
MEAL TIMES				
https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely				
Close contact and surface transmission ④⑤	Staff/children/ Catering staff cross contamination by being too close or picking up the virus from surfaces	Hot / cold pack lunches to be eaten in classroom to avoid queues or large groups congregating at meal times	EYFS and KS1 Bubble KS2 in classrooms	
		System in place to collect lunch boxes; ensures distancing can be maintained	Staff to take to tables for the children. KS 2 lunches delivered to the classrooms	



		Catering staff treated as a group		
		All food waste must be disposed of in black bags/compostable bags		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood) Unlikely 2	Impact Minor 2	Score 4
AREAS OF CONCERN				
CHILDREN WITH COMPLEX NEEDS				
https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people				
Risk of cross contamination when dealing with children with complex needs ③④⑤⑥	Anyone in building could be exposed to virus through close contact and airborne transmission	Please refer to guidance already provided and refer queries to Rebecca	PPE to be worn where necessary for identified children	
Access/egress in building	Staff/Children/Contractors			



⑤				
TOILETS - REPEAT FOR EACH TOILET BLOCK https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands				
Toilets ②④⑤	Staff/Children/ Contractors	Ensure cleaning rota in place	Premises staff cleaning rota in place DB to clean toilets on arrival and then after lunch	
		Process in place to ensure adequate supplies of cleaning materials at all times	Admin staff to complete orders and check current stock levels with caretaker	
		Rota for use of toilets to minimise number of people at any one time and maintain distancing	Foss and Calder girls to use ladies toilet and boys to use disabled toilet due to class relocation.	
Hand to mucous membrane transfer (eyes, nose, mouth) ②③④	Staff, Children & Contractors	Ensure bins in place and used to safely dispose of paper towels and process for regular collection to prevent overspill	Already in place	



		Ensure adequate supply of paper towels and wipes		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Minor 2	Score 4
AREA OF CONCERN				
MAINTAINING HYGIENE				
https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings				
Hygiene practices ②③④⑤	Transmitting virus through lack of rigorous preventative measures	Do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum		
		Ensure sufficient washbasins so everyone is able to wash hands regularly		
		Supervise young children washing their hands to prevent ingestion and ensure thorough washing		



		Build washing hands and 'catch it kill it bin it' into the culture		
		Enhance cleaning regime for busy areas		
		Ensure the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly		
		Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative		
Surface transfer ④	Staff, Children & Contractors	Ensure surfaces are wiped at regular times	KS2 children to clean surface before and after lunch	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		Likelihood Unlikely 2	Impact Minor 2	Score 4
AREAS OF CONCERN				
USE OF PPE – order via estates				



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				
Ensuring safe and effective use of PPE ②⑥	Staff using PPE in appropriately may be infected	Ensure everyone is aware of and understands Ebor and HSE guidance on use of PPE		
		Ensure sufficient PPE available		
		Ensure process in place for safe disposal of PPE		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Minor 2	Score 4
AREAS OF CONCERN				
CONTRACTORS				
Contractors may bring covid in ①⑤⑥	Staff, Children & Contractors	Ensure booking system in place for contractors	Only pre arranged appointments will be possible. Contractors will be on site. Weekly meetings will be held with school	
		Ensure declaration is signed prior to entering site	Own signing in procedure will be complete any access inside school	



			during school hours will be agreed before hand	
		Ensure contractors aware of and follow Ebor guidance on H&S procedures during Covid	all communication to be done remotely through email/ text to ensure no cross contamination	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Possible 3	Score 6
AREAS OF CONCERN				
Significant building work being undertaken				
CARETAKING				
https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm				
Site Safety and Provision ⑤⑥	Reopening after summer break	Ensure all the usual preterm building checks and caretaker compliance checks are undertaken to make the school safe		
Water Systems	Flushing of Cold and Hot Water	Ensure that all cold and all hot water outlets are flushed		
Kitchen Water Systems	Flushing of Cold and Hot Water and Cycling of Appliances	Ensure that all cold and hot water outlets are flushed and		



		appliances have had 1 full cycle of use		
Statutory Checks	In House Statutory Checks In Place	Ensure all checks in place report immediately to Andy Roberts if lack of staff make this impossible to manage locally		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Minor 2	Score 4
AREAS OF CONCERN				
GENERAL CLEANING				
https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings				
Cleaning protection ④⑥	ALL	Ensure cleaners wear minimum of disposable gloves and aprons for cleaning. Offer use of masks/ visors as cleaning causes the possibility of airborne fluid		
Surface transmission	ALL	All cleaning cloths to be disposed of daily and mop heads should be of the		



④		disposable type or sterilised daily.		
Surface transmission ④	ALL	Areas of common use, such as corridors and toilets to be cleaned regularly throughout the day	Cleaned on arrival of caretaker 11am, then following lunch 1pm onwards and then at the end of the day 3.30pm	
General cleaning ④	ALL	Schedule frequent cleaning of shared resources, books, toys etc	Staff in bubbles to organise regular milton routine of resources.	
General cleaning ④	ALL	Implement a cleaning log to track cleaning frequency of bathrooms, classrooms and communal areas	Notices on doors to be ticked and initialled	
Cleaning materials ④	ALL	Disposal of cleaning materials by double bagged Covid method	Disabled toilet next to Hub is the designated dry rubbish store	
Surface transmission ④	Spaces used by more than one class or group	Ensure these are cleaned between use	Tables in hall cleaned after breakfast club and after lunch	



HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		Likelihood Unlikely 2	Impact Minor 2	Score 4
AREAS OF CONCERN				
TOUCHPOINT CLEANING				
Airborne and surface transmission ④	ALL	Regular enhanced cleaning during the day of all high frequency touched areas such as door handles, toilet areas, hand rails etc. Instruction leaflet to be read by all employees and any queries to Andy Roberts		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Minor 2	Score 4
AREAS OF CONCERN				
CLEANING FOLLOWING SUSPECTED COVID CASE				
Airborne and surface transmission	ALL	Ensure all staff area aware of Ebor guidance on enhanced cleaning and use of PPE	Staff signed to state RA and documents have been read and understood	



②④⑤⑥⑦⑧⑨				
		Change process for managing outbreak to ensure that after any confirmed outbreak Public Health are informed	As per Ebor guidance	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK		Likelihood Unlikely 2	Impact minor 2	Score 4
AREAS OF CONCERN				
WASTE MANAGEMENT PPE https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control				
Airborne and surface transmission ②④⑥	ALL	All outer packaging must be removed and recycled before an item is taken into school		
		All food waste must be disposed of in black bags/compostable bags		
		Soiled clothing must be put into alginate bags and then into relevant outer bags - double bagging not required		



		Disposal of all waste related to possible or confirmed cases should be classified as infectious and the Ebor Covid-19 disposable method used		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA	Likelihood Unlikely 2	Impact Minor 2	4Score	
AREAS OF CONCERN				
MANAGING PREMISES				
https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools				
Statutory compliance has not been completed due to availability of contractors	Everyone on site	Ensure all contractor statutory checks are up to date; immediate reporting to Andy Roberts where they have not been		
		Process in place to ensure contractor statutory checks continue as scheduled and report immediately to Andy Roberts		



		Contractors will agree acceptable egress and access arrangement with school.	This will be regularly reviewed	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)	Likelihood Unlikely 2		Impact Minor 2	Score 4
Areas of concern				

USE OF HALL FOR STAFF TRAINING				
https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools				
Assessing and preventing transmission of virus in the classroom through close contact or surface transmission	Staff potential exposure to virus through close contact or picking it up from surfaces	Hall tables to be organised to maximise distancing	Two people seated at opposite end of 2m table and 1m space between each tables	



①②③④⑤		Social distance when entering and exiting Hall		
		Minimise contact with staff from another bubble	Staff to sit with bubble members	
		Minimise face to face time	2m distance at each table	
		Tables cleaned before start of session and at each break: mid morning, lunch and afternoon session.	Staff to retain place for the day	
		Ensure resources sharing is limited	Resources shared on table only and cleaned at the end of the session. Any paper documents to be quarantine for 72 hours	
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices		
		Own utensils used for lunchtime		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Minor 2	Score 4
Areas of concern				



WRAP AROUND CARE

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

Assessing and preventing transmission of virus in the classroom through close contact or surface transmission	Staff and children potential exposure to virus through close contact or picking it up from surfaces	Hall tables to be organised to maximise distancing	Bubble tables: EYFS, KS1, KS2 and one family bubble Children will be working with the bubble they have been with throughout the day. EYFS new starters if they have siblings and require support from them they will be distanced on a seperate table.	
①②③④⑤		Social distance on collection and arrival	Hall fire door nearest the kitchen will be used. Notices for social distancing displayed	
		Limit contact with parents	Parents to stay at the door. Staff to sign the children in and out	
		Minimise face to face time	Appropriate distance at each table	
		Tables cleaned before start of session and at the need of the session		
		Ensure resources sharing is limited	Resources shared on table only. When resources are rotated they will be cleaned before use. This includes between BC and ASC	



		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices		
		Food supplied will be individually served and will not require utensils	Bagged snacks provided. BC- toasted products, cartons of juice/milk ASC- cold snack prepared by KA	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood Unlikely 2	Impact Minor 2	Score 4
Areas of concern				

POLICIES					
Existing policies on safeguarding, health & safety, fire evacuation, medical behaviour & other policies current	Everyone	All relevant policies to be reviewed for Covid 19 with implications for schools and are fit for the current circumstances Staff and children briefed accordingly			https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wid



					er-opening-from-1-june-2020
Emergency evacuation whilst maintaining social distancing	Staff/Children/ contractors , close contact transmission	<p>Establish a plan for emergency evacuation which, where practicable maintains social distancing. share with staff once plan devised</p> <p>Put new / additional signage out if required</p> <p>PEEPS should be reviewed and amended accordingly. <i>Non required</i></p>			https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
Administering First Aid & administration of medicines safely Close contact and surface transmission	Staff/Children. Contamination through close contact	<p>Children to be directed where applicable (but supervised) to undertake own first aid (e.g. washing grazes, application of self-adhesive dressings) <i>Basic first aid equipment in each classroom</i></p> <p>Ensure adequate supply of PPE is available for use by If first aider should they need to get closer to injured party/suspected infection with Coronavirus</p> <p>Guidance provided to 1st aider on how to assess or treat they are to wear disposable aprons, gloves, face masks</p>			



		<p>1st aider to confirm to say they have received and understood instruction</p> <p>General PPE signage as reminder <i>Available in medical room</i></p> <p>Process in place to undertake temperature checks</p> <p>Disposable forehead thermometers and PPE available.</p> <p>Provide instruction to staff and notify parents that Children with a cough must be sent home –reminders to staff in daily briefing <i>What to do if you suspect symptoms signage in staffroom, offices and studio</i></p>			
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<p>Suspected case of COVID-19 in School Close contact and surface transmission</p>	<p>School Staff/Teachers/Parents/Visitors to School</p>	<p>Flowchart for procedure has been shared with staff and is displayed across the school <i>Displayed on wall in medical room, studio, staffroom.</i></p> <p>Ensure staff have been instructed on how to deal with a suspected case of Covid through briefings and reading material <i>Displayed on wall in medical room, studio, staffroom.</i></p> <p>Process in place for contacting parents <i>Admin team to contact parents in a normal manner.</i></p> <p>Room set aside for symptomatic children(ideally with a window that can be opened to provide ventilation) <i>Medical room will be used.</i></p> <p>2m distancing should be available / marked out in the rooms. <i>Distancing matches the 2m requirements in all rooms but is marked by location of tables and not physical markings. Lining up markers are in place in classrooms.</i></p> <p>Process in place to move a symptomatic child to a separate room</p>	<p>Medical room is the only available space and has no window</p>		<p>https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19#what-to-do-if-someone-develops-symptoms-of-coronavirus-covid-19-while-at-an-educational-setting</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings#principles-of-cleaning-after-the-case-has-left-the-setting-or-area</p>
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		<p>Masks available for supervising adult in the isolated area. <i>Children will be removed by additional staff member directly to the medical room. Masks and PPE are available in there.</i></p> <p>Contingency plan in place so the area where the person has been, can be isolated <i>The medical room is able to be locked once the child has gone home before the cleaning team can access it.</i></p> <p>Accountability allocated for secure deep cleaning of any areas affected, with training given and PPE provided <i>Premises team lead by the caretaker will be responsible for cleaning the areas.</i></p>			
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)			Impact Minor 2	Likelihood Unlikely 2	Score 4
COMMENTS OR CONCERNS					