



Back to school risk assessment MARCH 2021

RISK ASSESSMENT DETAILS		RISK RATING & EVALUATION OF RESIDUAL RISK																																																			
	Ebor Academy Trust	<p><b>Assessing level of residual risk = impact x likelihood</b></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: #007bff; 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: #007bff; 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
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																																																			
<b>Academy</b>	STAYNOR HALL COMMUNITY PRIMARY ACADEMY																																																				
<b>TITLE OF RISK ASSESSMENT</b>	Covid 19 Risk Assessment TPA																																																				
<b>DETAILS OF ACTIVITY</b>																																																					
<b>RISK ASSESSMENT LOG REF</b>																																																					
<b>OTHER RISK ASSESSMENTS CROSS REFERENCED*</b>																																																					
<b>WORKPLACE INSTRUCTION REF</b>																																																					
<b>DATE OF ASSESSMENT</b>	28th FEB 2021																																																				
<b>MANAGER CARRYING OUT RISK ASSESSMENT</b>	DONNA BEDFORD																																																				
<b>NAME OF EMPLOYEE CONSULTED</b>																																																					
<b>LOCATION OF ACTIVITY</b>																																																					
<p><b>Headteacher / Principal</b> Please sign to confirm you understand the risks and are taking the precautions necessary to reduce the risk.</p>																																																					
	<p><b>Date</b> March 2021</p>																																																				



In welcoming back all of our pupils to school, it is critical that safety and wellbeing is at the forefront of all of our thinking. The guidance and actions for schools from 8th March 2021 can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964351/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment>

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 risk assessment together we have taken on board a wide range of updated guidance which recognises the challenges of having all children back in one building.

The assessment has been developed around the 12 systems of control around prevention, specific circumstances and response to any infection.

#### **Prevention:**

##### **You must always:**

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

**In specific circumstances:**

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

**Response to any infection**

**You must always:**

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

**In the event of a local lockdown we will follow public health guidance.** 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><b>STAFF WELLBEING</b></p> <p><a href="https://www.gov.uk/guidance/national-lockdown-stay-at-home">https://www.gov.uk/guidance/national-lockdown-stay-at-home</a></p> <p><a href="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">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</a></p> <p><a href="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">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</a></p>				
Social distancing	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, cook school (additional staffroom) SEND rooms Leadership office only used by Head. Deputy Head based in Admin office due to space.	
		Encourage engagement with test and trace	Staff requirement and used for updating lateral flow tests twice a week	



EBOR ACADEMY TRUST

Social distancing	Unavoidable contact may lead to transmission	PPE guidance provided by CST to be read by all employees, guidance sought where unsure	Notices displayed in key locations. Staff weekly briefings used to inform. Any issues are followed through by Head.	
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. Wellbeing agenda item each Wednesday. SLT awareness shared each week. Open door policy for Head and Deputy.	
		Regular one to ones with staff to discuss wellbeing	Timetabled check ins with SLT	
Allergies may be mistaken for Covid causing concern	Anxiety may be caused	Declared by staff	Staff wear masks in communal areas.	
Lack of staff due to unplanned absence	Inability to continue teaching	Robust plans in place to switch to online learning	Email notification for staff when staff requires adjustment. Remote learning policy actively in place. Arrangements with some EHCP parents if there is no trained person who can meet needs the children will take part in remote learning	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood</b>	<b>Impact</b>	<b>Score</b>
		possible 3	minor 2	6
<b>AREAS OF CONCERN</b>				



<b>Rapid Asymptomatic Covid-19 Testing for Staff (Voluntary)</b> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a>				
Self-testing of staff members	All staff members currently attending the premises in person (part-time or full-time)	Staff offered the opportunity to carry out Government issued self-test (LFD test) twice weekly.	Instruction booklet issued, staff meeting to discuss the process. Regular check-in with staff to address queries / report test kit issues.	
Positive case identified		Staff aware of the need for immediate self-isolation and requirement to take a PCR test	Detailed instruction book provided. Verbal reminders.	
		Tests taken on a Wednesday and Sunday evening to allow school to plan for absence the following day.	Staff to email SLT immediately in the event of a positive result.	Lack of staff to cover absences.
Negative test results		Staff can continue to attend school premises provided they do not have symptoms.	Staff advised to self-isolate and book a PCR test if they have symptoms.	
		Staff should not become complacent following repeated negative tests.	Regular verbal reminders to adhere to social distancing measures, PPE use and hand hygiene.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood of staff not being able to administer test 2</b>	<b>Impact 3</b>	<b>Score 6</b>



AREAS OF CONCERN			
<b>CHILD WELLBEING</b>			
<a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a> <a href="https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance">https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance</a>			
Social distancing	Transmission of virus through close contact	Schools to develop plans for group sizes and maintaining consistent group sizes	Tiny Steps and Esk are one bubble. Nidd and Swale are a bubble due to shared area. The remaining classes are individual bubbles to ensure that size and therefore impact are kept to a minimum.
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 return to school.  Staff to reassure children and explain when needed	Send out Parents guidance supportive and school specific information. Identified children to have some supported sessions in the week beginning 1st March
		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
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR</b>		<b>Likelihood Possible</b>	<b>Impact Minor</b>
			<b>Score 6</b>



<b>THIS AREA (Potential Impact x Likelihood)</b>	<b>3</b>	<b>2</b>	
--	----------	----------	--

**AREAS OF CONCERN**

**ACCESS / EGRESS TO SCHOOL**

<https://www.gov.uk/guidance/national-lockdown-stay-at-home>

<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	Virus may spread if too close contact	Minimise number congregating at same times by offering staggered start and end times where appropriate	Fluid start to the day from 8.30-8.50 Release in the same way from 3.15pm Humber, Calder enter through magnetic gate.	
		Allocate supervised group collection points	Classes spread over available areas.	
		Ensure parents know they cant 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	Virus may spread if too close contact	Designated and marked out parking area for contractors and guests with safe distance		
		Number of entrances/exits at site maximised and limited to groups where practical	Minimised with contractors	
Transport	Pressure on public transport/ road network	Encourage parents and children and young people to walk or cycle to their education setting where possible	No wheeled toys 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	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	Google form issued for parents to declare allergies and current medical concerns	
Airborne transmission	Potential to infect others	Ensure staff are clear on the need to provide a doctors note for non attendance	Self certification	



Preventing those with specified health conditions from risks arising from attending	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 Letter	
		Staff who are identified as CEV and are attending work through choice have a RA in place	DB and MB	
Close contact and airborne transmission		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 Deputy head	
Close contact and airborne transmission	All staff, guests and contractors	Keep wipes by sign in screen to wipe after every touch / use	In place	
Close contact and airborne transmission	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	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Possible 3</b>	<b>Impact Minor 2</b>	<b>Score 6</b>
<b>AREAS OF CONCERN</b>				
<b>MOVEMENT AROUND BUILDING</b>				
Virus contracted whilst moving around building through airborne or close contact transmission	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.  Staggered lunch time reduces risk	
		No assemblies unless via hangouts or within class groups	Weekly celebration assembly by google	
		Educate staff and children on voice control to prevent the need to shout. Use posters to reinforce	Singing not allowed unless socially distanced outside	
		Rotas and systems to avoid contact between groups	Limited movement round school. Staggered lunchtime for the children using the hall.	



		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	Weekly reminders on briefings	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				
<b>USE OF CLASSROOMS - EACH ROOM TO BE ASSESSED INDIVIDUALLY, PLEASE ADD ONE ROW FOR EACH ADDITIONAL ROOM AND REPEAT SAME CHECKS</b>				
<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a>				
<b>Classroom DERWENT</b> Assessing and preventing transmission of virus in the classroom through close contact or	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.	



surface transmission				
		Enter classroom one by one, populating seats front to back to reduce contact where possible		
		Arrange seating for children to sit side by side	All unnecessary furniture moved. Class seating in rows of desks	
		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.	Midday touch point cleaning in operation	
		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 use monitored by PE specialist	
		Windows and doors must be open to be maximise	Top windows must remain open at all times. If only top windows open due	



		ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices	to weather when the children leave all windows should then be opened to increase ventilation.	
		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	
		Regular awareness briefings by line managers, posters, manager spot checks	Emailed briefings each week to follow up on issues observed when carrying out regular checks	
<b>Classroom FOSS</b> 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		
		Classrooms to be organised to maximise distancing	Excess furniture removed.	
		Enter classroom one by one, populating seats front to back to reduce contact where possible		
		Arrange seating for children to sit side by side	All unnecessary furniture moved. Class seating in rows of desks	



		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.	Midday touch point cleaning in operation	
		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 use monitored by PE specialist	
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices	Top windows must remain open at all times. If only top windows open due to weather when the children leave all windows should then be opened to increase ventilation.	
		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	



<p><b>Classroom CALDER</b> Assessing and preventing transmission of virus in the classroom through close contact or surface transmission</p>	<p>Staff/Children potential exposure to virus through close contact or picking it up from surfaces</p>	<p>Classrooms to be organised to maximise distancing</p>		
		<p>Classrooms to be organised to maximise distancing</p>	<p>Excess furniture removed.</p>	
		<p>Enter classroom one by one, populating seats front to back to reduce contact where possible</p>		
		<p>Arrange seating for children to sit side by side</p>	<p>All unnecessary furniture moved. Class seating in rows of desks</p>	
		<p>Minimise face to face child/teacher time</p>	<p>2m distance at the 'teaching table' Nest set for well being intervention with space between teacher and child.</p>	
		<p>Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces.</p>	<p>Midday touch point cleaning in operation</p>	
		<p>Resources shared between classes or bubbles, such as sports, art and science</p>	<p>Cleaning routine in place. PE equipment kept to a minimum and use monitored by PE specialist</p>	



		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		
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices	Top windows must remain open at all times. If only top windows open due to weather when the children leave all windows should then be opened to increase ventilation.	
		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	
<b>Classroom HUMBER</b> 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	All unnecessary furniture moved.	



		Classrooms to be organised to maximise distancing	Excess furniture removed.	
		Enter classroom one by one, populating seats front to back to reduce contact where possible		
		Arrange seating for children to sit side by side	All unnecessary furniture moved. Class seating in rows of desks	
		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.	Midday touch point cleaning in operation	
		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 use monitored by PE specialist	
		Windows and doors must be open to be maximise ventilation. Fire doors must	Top windows must remain open at all times. If only top windows open due to weather when the children leave all	



		remain closed unless fitted with fire alarm activated door closing devices	windows should then be opened to increase ventilation.	
		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	
<b>KEY STAGE 1 OUSE Preventing transmission of virus in the classroom</b>	Staff/children through close contact or picking it up from surfaces	Avoid time spent with in 1 metre of a child	Tables where teachers are working with children are identified and seating is distanced. Time for these sessions is minimised where possible	
<b>KEY STAGE 1 AIRE Preventing transmission of virus in the classroom</b>	Staff/children through close contact or picking it up from surfaces	Avoid time spent with in 1 metre of a child	Tables where teachers are working with children are identified and seating is distanced. Time for these sessions is minimised where possible	
<b>EYFS Preventing transmission of virus in the classroom</b>	Staff/children through close contact or picking it up from surfaces	Avoid time spent with in 1 metre of a child	Tables where teachers are working with children are identified and seating is distanced. Time for these sessions is minimised where possible	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 3</b>	<b>Impact minor 2</b>	<b>Score 6</b>
<b>AREAS OF CONCERN</b>				



STAFF REST ROOMS				
<a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres</a>				
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	
		Cleaning schedule in place to ensure equipment cleaned after use	Signage in place	
		Touchpoint cleaning by each member of staff in staff room	wipe down of microwave handle, water heater, fridge etc	
		Own utensils used	Staff informed and reminded where necessary	
		Seating is set to ensure distancing is maintained	Seats are marked for use.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				



<b>PLAY/ EXERCISE / MUSIC</b>				
Close contact and surface transmission	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 zoned for two classes at any one time	
		Rota for cleaning play equipment	No play equipment is allocated at this time.	
		No singing, wind or brass instrument playing.		
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood</b> Unlikely 2	Impact Minor 2	<b>Score</b> 4
<b>COMMENTS OR CONCERNS</b>				
<b>MEAL TIMES</b>				
<a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely</a>				
Close contact and surface transmission	Staff/children/ Catering staff cross contamination by being too close or	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	



	picking up the virus from surfaces			
		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		
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood) Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				
<b>CHILDREN WITH COMPLEX NEEDS</b>				
This publication was withdrawn on 04.08.2020 but the link still works. <a href="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">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</a>				
Risk of cross contamination when dealing with children with complex needs	Anyone in building could be exposed to virus through close contact and airborne transmission	<b>Please refer to guidance already provided and refer queries to Rebecca</b>	PPE to be worn where necessary for identified children	
Access/egress in building	Staff/Children/ Contractors		Children are brought to the main dorr and parents remain at the other side.	



<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood) Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				
<b>TOILETS - REPEAT FOR EACH TOILET BLOCK</b>				
<a href="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-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a> <a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands</a>				
Toilets	Staff/Children/ Contractors	Ensure cleaning rota in place	Premises staff cleaning rota in place DB to clean the toilets midday	
Toilets	Staff/Children/ Contractors	Ensure cleaning rota in place	Toilet are cleaned twice a day. Each toilet block is allocated to a bubble.	
		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	Each bubble is allocated a block of toilets.	
Hand to mucous membrane transfer (eyes, nose, mouth)	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	Stock cupboards of all cleaning equipment to be stocked for the week each Monday	



<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREA OF CONCERN</b>				
<b>MAINTAINING HYGIENE</b>				
<a href="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-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>				
Hygiene practices	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	Hand washing posters in place. Regular reminders of the way to wash hands. Supervision during the process for youngest children.	
		Build washing hands and 'catch it kill it bin it' into the culture	Posters in place	
		Enhance cleaning regime for busy areas	Touchpoint cleaning in place	
		Ensure the school has enough hand washing or hand sanitiser 'stations' available so that all	Sanitizer stations across the school and particularly at key points.	



		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	Wall mounted sanitizer is not for use by children and is labelled as such.	
Surface transfer	Staff, Children & Contractors	Ensure surfaces are wiped at regular times	KS2 children to clean surface before and after lunch Lunch tables in the hall are cleaned by lunchtime staff.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				
<b>USE OF PPE – order via normal Purchase Order procedures</b>				
<a href="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">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</a>				
Ensuring safe and effective use of PPE	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	Posters to remind staff of protocols in key locations- Changing areas and medical room.	



		Ensure process in place for safe disposal of PPE	Yellow bins in the medical room and changing facilities.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				
<b>CONTRACTORS</b>				
Contractors may bring covid in	Staff, Children & Contractors	Ensure booking system in place for contractors	Only pre arranged appointments will be possible. Where possible this will take place when there are no children on site.	
		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	Leaflet given on arrival	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Possible 3</b>	<b>Score 6</b>
<b>AREAS OF CONCERN</b>				
<b>Significant building work being undertaken</b>				



<b>CARETAKING</b>				
<a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a> <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a>				
Caretaker	Caretaker becomes unwell	School sickness policy and Ebor guidance in place	Line manager informed	
Caretaker	Caretaker develops symptoms	<p>Room set aside for symptomatic members of staff and children(ideally with a window that can be opened to provide ventilation)</p> <p>Masks available for supervising adult in the isolated area.</p> <p>Contingency plan in place so the area where the person has been, can be isolated</p> <p>Accountability allocated for secure deep cleaning of any areas affected, with training given and PPE provided</p>	<p>HT &amp; SBP to be informed immediately of a suspected case of Covid</p> <p>Caretaker is taking part in the voluntary Lateral Flow Testing process.</p>	
Site Safety and Provision	Full return to school 8th March 2021	Ensure all the usual building checks and caretaker compliance checks are undertaken to make the school safe	School site has remained open throughout so regular checks have taken place throughout as required.	
Water Systems	Flushing of Cold and Hot Water	Ensure that all cold and all hot water outlets are flushed	School site has remained open throughout so regular checks have taken place throughout as required.	



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	School site has remained open throughout so regular checks have taken place throughout as required.	
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	School site has remained open throughout so regular checks have taken place throughout as required.	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				
<b>GENERAL CLEANING</b>				
<a href="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-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>				
Cleaning protection	ALL	Ensure cleaners wear minimum of disposable gloves and aprons for cleaning. Offer use of masks 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	Stock cupboards of all cleaning equipment to be stocked for the week each Monday	



		disposable type or sterilised daily.		
Surface transmission	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	ALL	Schedule frequent cleaning of shared resources, books, toys etc	Class based staff to ensure that this takes place.	
General cleaning	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	ALL	Disposal of cleaning materials by double bagged Covid method	Disabled toilet next to Hub is the designated dry rubbish store	
Surface transmission	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	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				



TOUCHPOINT CLEANING			
Airborne and surface transmission	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	Additional cleaning hours throughout the day support the enhanced cleaning . Staff with their own spaces complete the touchpoint cleaning in the middle of the day. This is also the case for classrooms.
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>
<b>Score 4</b>			
<b>AREAS OF CONCERN</b>			
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
		Change process for managing outbreak to ensure that after any confirmed outbreak Public Health are informed	As per Ebor guidance
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK</b>		<b>Likelihood Unlikely 2</b>	<b>Impact minor 2</b>
<b>Score 4</b>			
<b>AREAS OF CONCERN</b>			



<b>WASTE MANAGEMENT PPE</b>				
<a href="https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control">https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control</a>				
Airborne and surface transmission	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	These are collected by lunchtime staff	
		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		
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>AREAS OF CONCERN</b>				



<b>MANAGING PREMISES</b>				
<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a>				
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	School site has remained open throughout so regular checks have taken place throughout as required.	
		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	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>Areas of concern</b>				



**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	
		Social distance when entering and exiting Hall	Masks to be worn during movement around school and when in adult dominated spaces	
		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	follow staffroom guidance for touch cleaning	
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood Unlikely 2</b>	<b>Impact Minor 2</b>	<b>Score 4</b>
<b>Areas of concern</b>				

<b>BREAKFAST CLUB / AFTER SCHOOL / SPORTS PROVISION</b>				
<a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a>				
Breakfast Club provision	Staff Pupils Parent/Carers	<ul style="list-style-type: none"> <li>Any person (staff, parent or child) will not attend the site if suffering from any of the identified COVID-19 symptoms</li> <li>PPE will be worn by parents whilst on school site</li> <li>Children will be expected to have washed each morning before arriving at the provision</li> </ul>		



		<ul style="list-style-type: none"><li>● Upon arrival, parents will leave the children at the BC door</li><li>● Upon arrival, children will be met at the door by member of BC staff</li><li>● Children will be asked to wash their hands on arrival (or be offered the use of hand sanitser)</li><li>● Children will be guided to associate with peers from their own school bubble</li><li>● There will be food provided made in the room by BC staff</li></ul>		
After School Club provision	Staff Pupils Parent/Carers	<ul style="list-style-type: none"><li>● Any person (staff, parent or child) will not attend the site if suffering from any of the identified COVID-19 symptoms</li><li>● Upon arrival, children will be met at the door by member of ASC staff</li><li>● Children will be asked to wash their hands on arrival (or be offered the use of hand sanitser)</li><li>● Children will be guided to associate with peers from their own school bubble</li></ul>		



		<ul style="list-style-type: none"> <li>• There will be a light snack provided made by staff in the room.</li> <li>• PPE will be worn by parents whilst on school site arriving to collect their children</li> <li>• Parents and children will evacuate the site quickly and efficiently after collecting children from ASC</li> </ul>		
<p>External Sports provision (school run)</p> <p>School running club</p>	<p>Staff</p> <p>Pupils</p> <p>Parent/Carers</p>	<ul style="list-style-type: none"> <li>• Any person (staff, parent or child) will not attend the provision if suffering from any of the identified COVID-19 symptoms</li> <li>• Upon arrival, children will be met at the venue (indoor or outdoor) by a member of the school team</li> <li>• Children will be asked to wash their hands on arrival (or be offered the use of hand sanitiser)</li> <li>• Children will be guided to associate with peers from their own school bubble – groups will be organised to reflect existing bubbles</li> <li>• Equipment will be cleaned with detergent prior to each session</li> </ul>		



		<ul style="list-style-type: none"><li>• Touch point sanitisation will take place prior to each session</li><li>• No contact sports provision until further notice</li><li>• PPE will be worn by parents whilst on school site arriving to collect their children</li><li>• Parents and children will evacuate the site quickly and efficiently after collecting children</li></ul>		
<b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b>		<b>Likelihood</b> Unlikely 3	<b>Impact</b> Minor 3	<b>Score</b> 9
<b>Areas of concern</b>				

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			<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a>
Emergency evacuation whilst maintaining social distancing	Staff/Children/ contractors , close contact transmission	Establish a plan for emergency evacuation which, where practicable maintains social distancing. share with staff once plan devised  Put new / additional signage out if required  PEEPS should be reviewed and amended accordingly. <i>Non required</i>			<a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a>
Administering First Aid & administration	Staff/Children. Contamination through close contact	Children to be directed where applicable (but supervised) to undertake own first aid (e.g. washing grazes, application of self-adhesive dressings)	Basic first aid equipment in each classroom		



<p>of medicines safely Close contact and surface transmission</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 1<sup>st</sup> aider on how to assess or treat they are to wear disposable aprons, gloves, face masks</p> <p>1<sup>st</sup> aider to confirm to say they have received and understood instruction</p> <p>General PPE signage as reminder</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</p>	<p>Available in medical room</p> <p>What to do if you suspect symptoms signage in staffroom, offices and studio</p>		
---	--	--	---	--	--



<p><b>Suspected case of COVID-19 in School</b> 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</p> <p>Ensure staff have been instructed on how to deal with a suspected case of Covid through briefings and reading material</p> <p>Process in place for contacting parents</p> <p>Room set aside for symptomatic children(ideally with a window that can be opened to provide ventilation)</p> <p>2m distancing should be available / marked out in the rooms.</p> <p>Additional masks available for supervising adult in the isolated area.</p> <p>Contingency plan in place so the area where the person has been, can be isolated</p>	<p>Displayed on wall in medical room, studio, staffroom.</p> <p>Displayed on wall in medical room, studio, staffroom.</p> <p>Admin team to contact parents in a normal manner.</p> <p>Medical room is the only available space and has no window</p> <p>Children will be removed by additional staff member directly to the medical room. Masks and PPE are available in there.</p>	<p><a href="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">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</a></p> <p><a href="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">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</a></p>
---	---	---	---	---



		<p>Accountability allocated for secure deep cleaning of any areas affected, with training given and PPE provided</p>	<p>The medical room is able to be locked once the child has gone home before the cleaning team can access it.</p> <p>Premises team lead by the caretaker will be responsible for cleaning the areas.</p>		
<p><b>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b></p>			<p><b>Impact</b> Minor 2</p>	<p><b>Likelihood</b> Unlikely 2</p>	<p><b>Score</b> 4</p>
<p><b>COMMENTS OR CONCERNS</b></p>					