

Coronavirus (COVID-19): Risk Assessment Action Plan

Caslon Primary Community School

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The sole purpose of this risk assessment is to support schools in preparing for all pupils, in all year groups, to return to school full-time from the beginning of the autumn term **while reducing the risk of coronavirus transmission**. The risk assessment has been written in collaboration with a number of local authorities.

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19). Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment (this must take into consideration all types of workers including agency workers, casual staff and contractors and any other adult on site as well as your permanent staff).
- This risk assessment is not exhaustive and is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- For further reference, <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>, including the documents below, issued on the 11 May 2020:
 - [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)
 - [Details on phased wider opening of schools, colleges and nurseries](#)
 - [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
 - [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
 - [What parents and carers need to know about schools and other education settings during the coronavirus outbreak](#)
 - [Opening schools for more children and young people: initial planning framework for schools in England \(updated 12 May\)](#)

Key:	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context.
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls.



Completion Date:	The date by which required plans for controls will be in place. To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.
Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	High	<p>To ensure that all relevant guidance is followed and communicated:</p> <ul style="list-style-type: none"> The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review its risk assessment accordingly Information on the school website is updated. Pupils updated via classrooms/email/text as necessary. Any change in information to be shared with Chair of Governors and passed on to parents and staff by email <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p>	Low	Low	LHG, AH, TW, CW, SS, MN, MH	Continue as long as guidance keeps changing	LHG, SS, MN
Staff receiving LFD Tests	High	<ul style="list-style-type: none"> School staff will be given tests to complete at home twice a week with 3-4 days in between tests. Usual time will be evening before due into work. If in work all week then a Sunday and Wednesday evening. The Staff testing is voluntary and staff will sign up once agreed and read the privacy notice from DfE 	Low	Low	LHG, AH	Continue as long as DfE requirement	LHG, MN, SS

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		<ul style="list-style-type: none"> Anyone with a positive result will need to inform the school, take a confirmatory Polymerase Chain Reaction (PCR) test and follow the self-isolation guidelines (currently 10 days). Anyone with a void test, will complete a second test. If a further void then a PCR test will be required. All results to reported through DfE online system and to school via Microsoft forms to LHG, this will include name, date of test and result. 					
Concerns or issues regarding testing and COVID	High	Schools and colleges in England can raise questions, concerns or report issues, via the DfE coronavirus helpline:08000 468687 or at RapidTesting.SCHOOLS@education.gov.uk.	Low	Low	LHG, AH	Continue as long as DfE requirement	LHG, MN, SS
Poor communication with parents and other stakeholders	High	<ul style="list-style-type: none"> All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems Headteacher to share risk assessment with all staff Parents notified of risk assessment plan and shared with parents via website. <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p>	Low	Low	All staff	Ongoing	LHG
Lack of awareness of policies and procedures	High	<ul style="list-style-type: none"> School leaders will ensure that all policies impacted on by coronavirus controls are updated All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following: 	Low	Low	All staff	Ongoing	LHG, CW and TW

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
		<ul style="list-style-type: none"> - Health and Safety Policy - Infection Control Policy - First Aid Policy - Intimate care policy - Behaviour policy - Staff absence reporting procedures • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 - The Health Protection (Notification) Regulations 2010 - Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' - DfE and PHE (2020) 'COVID-19: guidance for educational settings' • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. • Staff are made aware of the school's infection control procedures in relation to coronavirus via email • Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that 					

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		<p>they must contact the school as soon as possible if they believe their child has been exposed to coronavirus</p> <ul style="list-style-type: none"> • Pupils are made aware of the school’s infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of their first day in school. Care should be taken to do this for every pupil even if they do not attend on the first day. All are informed that they must tell a member of staff if they begin to feel unwell. • Daily electronic briefing issued to staff. <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>					
Poor hygiene practice in school - general	<ul style="list-style-type: none"> • High 	<ul style="list-style-type: none"> • Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school) • Pupils to wash their hands with soap before and after break times and lunchtimes for no less than 20 seconds • Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> - Cover coughs and sneezes with a tissue, - To throw all tissues in a bin 	Medium	Medium	All staff	Continuous	MH

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		<ul style="list-style-type: none"> - To avoid touching eyes, nose and mouth with unwashed hands. • Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors • Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance • Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas • Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas • Handwashing to be completed upon: <ul style="list-style-type: none"> - When they arrive at school - When they return from breaks - When they change rooms - Before and after eating • Pupils and staff do not share cutlery, cups or food. • Staff to bring in their own cups and utensils • All utensils are thoroughly cleaned before and after use 					

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		<ul style="list-style-type: none"> Cleaners are employed by the school to carry out additional cleaning. Door handles, doors and toilets are cleaned during the day every hour and paper/hand towels are refilled regularly every morning and evening. When using communal areas, all staff will wear a visor or mask or both <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p>					
Poor hygiene practice – specific – school entrance	High	<ul style="list-style-type: none"> Clear signage in place regarding social distancing Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors Areas touched to be wiped down Discourage parents from entering the school building Rearrange furniture in reception area to facilitate social distancing. If possible, arrange for a separate staff entrance to the workplace – stagger start times for staff where possible. <p>As a result, reception staff are protected.</p>	Low	Low	All staff	Ongoing	LHG, MH

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
Poor hygiene practice – specific – office spaces.	High	<ul style="list-style-type: none"> Start and end times for administrative staff are staggered to support social distancing Tissues/hand sanitiser to be available in office locations Staff to wash hands on arrival at school, when returning from breaks, when they change rooms, before and after eating. Each individual is responsible for wiping down their own work area before and after use. <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p>	Low	Low	KBU, AH, LW	Ongoing	LHG, MH
Poor hygiene practice – specific - spread of potential infection at the start of the school day.	High	<p>In line with government advice:</p> <ul style="list-style-type: none"> Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up Inform each year group and their parents of their allocated times for the beginning and end of their school day <p>8:30 am – Daycare and Nursery 8:40am – Year 5 and 6 8:50am Year 1 9:00am – Year 2 9:10am Year 3 and 4</p>	Medium	Medium	All staff	Ongoing	LHG, MH

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		<p>9:15am – Reception and Nurture 12:15pm – Daycare/Nursery</p> <ul style="list-style-type: none"> • Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival through main blue gate at the top and then onto area outside school Reception, then parents leave via bottom gate through the one way system, or through the carpark gate which again is a separate entrance and exit following a one way system. • Ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. • Soap and water is the best approach to this and schools should endeavor to ensure there are enough hand washing facilities available. The correct hand washing routine should be followed. • Hand sanitiser ‘stations’ are an alternative and sufficient of these should be available so that all pupils and staff can clean their hands regularly between washings. • ensure 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. • All staff to wash hands on arrival 					

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		<ul style="list-style-type: none"> • Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day • Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport • Issue information to pupils in relation to restrictions on their movement around the site • Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p>					
<p>Poor hygiene practice – specific – toilet/changing facilities.</p>	<p>High</p>	<ul style="list-style-type: none"> • Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron • All changing surfaces to be cleaned before and after each use • Nappies/soiled items to be disposed of in nappy bin and end of session into yellow bags to be disposed off • Staff to follow specific intimate care procedures any concerns – Becky Harper • Any soiled clothes are put into a plastic bag (double bagged) and sent home. 	<p>Medium</p>	<p>Medium</p>	<p>All staff</p>	<p>Ongoing</p>	<p>LHG, MH</p>

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		As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.					
Poor hygiene practice – specific - end of the school day.	High	<ul style="list-style-type: none"> Issue information to parents about departure procedures, including safe pick-up Inform pupils and parents of their allocated times for the end of their school day 11:30am – Daycare/Nursery 2:25pm – Nurture 2:30pm – Reception 2:35pm – Year 1 2:40pm – Year 2 2:45pm – Year 3 2:50pm – Year 4 2:55pm – Year 5 3:00pm – Year 6 3:10pm – Daycare/Nursery Inform pupils and their parents of the allocated exit points and pick up points through main blue gate at the top and then onto school Reception, then parents leave via bottom gate through the one way system, or through the carpark gate which again is a separate entrance and exit following a one way system. 	Medium	Medium	All staff	Ongoing	LHG, CW, TW, MH

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		<ul style="list-style-type: none"> • Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safely • Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport and potential road closures. <p>As a result, the risk of infection is reduced as pupils and staff leave school.</p>					
Ill health in school.	High	<ul style="list-style-type: none"> • Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing and high temperature, and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus • Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell • All staff are informed of the procedure in school relating a pupil becoming unwell in school • All staff advised of the procedure in school if a member of staff becomes unwell. • Ensure all staff absences are appropriately recorded. 	Medium	Medium	All staff	Ongoing	LHG, MH, All staff

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
		<ul style="list-style-type: none"> Any pupil who displays signs of being unwell is immediately referred to Head teacher Any staff member who displays signs of being unwell immediately refers themselves to Headteacher and is sent home Where the named person is unavailable, staff ensure that any unwell pupils are moved to an empty room whilst they wait for their parent to collect them. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing If a pupil needs to use the bathroom, they should use a separate bathroom Toilet in reception which will be cleaned after use. Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained If contact with a child or young person is necessary, then gloves, an apron and a face mask should be work by the supervising adult. If there is a risk of splashing, eye protection should also be worn 					

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		<ul style="list-style-type: none"> The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen Unwell pupils who are waiting to go home are supervised in the main reception area where they can be at least two metres away from others Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated. <p>As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.</p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	High	<ul style="list-style-type: none"> Leaders to identify and communicate clearly to parents and pupils who is to attend and the times they are to attend Leaders to calculate capacities of classrooms. Classrooms allocated for provision and arranged so that pupils can where possible remain 2 metres apart, this is not a requirement for children under DfE guidance Classrooms allocated for provision and small adaptations made to to support distancing where possible without compromising safety routes or fire escapes. 	Low	Low	All staff	Ongoing	LHG, CW, TW

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		<ul style="list-style-type: none"> Classrooms to be arranged so adults maintain 2 metre distance from each other, and from children where possible and when circumstances allow. Classrooms to be arranged to support adults to avoid face to face contact and minimise time spent within 1 metre of anyone. Timetable reviewed and refreshed and programme communicated to teachers and staff Where possible, pupil movement to be limited to make social distancing easier and specialist teachers to move between allocated classrooms Leaders to consider how best to supplement remote education with face-to-face support for pupils. <p>As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.</p>					
A pupil is tested and has a confirmed case of coronavirus.	High	<p>In line with government advice:</p> <ul style="list-style-type: none"> The rest of the class/group should be advised to self-isolate for 10 days. Do not take any action regarding notifying bubbles until you have been contacted by PHE. Refer to the school symptom management Standard Operating Procedure (SOP) 	Low	Low	All staff	Ongoing	LHG, SS, MN

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		<ul style="list-style-type: none"> The Headteacher will contact PHE. Then PHE’s local protection teams to conduct a rapid investigation and will advise school on appropriate action. <p>As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus. Which will be linked to the most up to date version of the SOP</p>					
A pupil under the age of 5 has symptoms of coronavirus, but not a confirmed case of coronavirus due to no testing	High	<p>In line with Government advice:</p> <ul style="list-style-type: none"> Single child to be sent home for self-isolation The rest of the class/group should be advised to self-isolate for 10 days, if another case breaks within 7 days in the same bubble– Plan B will be remote learning provided for all children in the year group If more than 2 cases within 10 days a testing station will appear on school site to carry out testing Year group bubbles will isolate, test and trace system will be followed where appropriate. The Headteacher will contact PHE. Then PHE’s local protection teams to conduct a rapid investigation and will advise school on appropriate action. <p>As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.</p>	Low	Low	All staff	Ongoing	LHG, SS, MN

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
Insufficient staff to run face-to-sessions for pupils.	High	<ul style="list-style-type: none"> Leaders to ensure that they have a complete list of shielded (clinically extremely vulnerable) and clinically vulnerable adults for their school Leaders to ensure that the clinically vulnerable offered the safest available on-site roles where possible Protocols for staff to inform leaders if they need to self-isolate are clearly in place Leaders ensure there is a rota in place for cover in the instance that staff have to self-isolate. <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p>	Medium	Medium	LHG, TW, CW , SS, MN	Ongoing	LHG, SS, MN
Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.	High	<ul style="list-style-type: none"> Staggered starts to be put in place for breaktime and lunchtime Clear guidance on access where possible to be put in place for pupils arriving and leaving. Allocated outdoor areas for each year group to be identified for breaktime and lunchtime Lunchtime will be in the class with a staggered rota for the playground 	Low	Low	All staff	Ongoing	LHG, MH

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		<ul style="list-style-type: none"> • Pupils advised not to play contact games at breaktime or lunchtime. Ball games and shared outdoor equipment to be prohibited • Pupils to be supervised in washing hands before and after lunch • In eating spaces, consideration given to marking seats that can be used and removing other seating. Bench style seating clearly marked. · Screen provided to protect food in canteen when pupils purchase food • Tables in classrooms to be cleaned before and after lunch • Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness • Pupils will be eating in classrooms to reduce movement and maintain social distancing. <p>As a result, the risk of infection during unstructured time is reduced.</p>					
Spread of infection in classrooms/shared areas.	High	<ul style="list-style-type: none"> • All unnecessary items to be removed from classrooms and learning environments and stored elsewhere • All soft furnishings will be kept to a minimum and kept within the class bubble • All items that are hard to clean to be removed 	Medium	Medium	All staff	Ongoing	LHG, TW, CW, MH

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		<ul style="list-style-type: none"> • Maintaining Class sizes where needed to ensure social distancing can be adhered to with staff, with all desks forward facing and class bubbles not to exceed 30 children (except in nursery and Year 1 which is currently 31) • Class sizes reduced to ensure social distancing can be adhered to - Follow new guidance re class sizes for primary • Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible – Follow new guidance re class sizes for primary • Tissues and hand sanitiser to be located in each classroom/learning space • Bins to be emptied at least twice daily in classrooms. • Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open • Where possible, windows to be opened to provide ventilation. • Inform all the pupils that they must bring the required equipment to school (stationery, calculators etc) to reduce the risk of infection • Pupils/staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use • Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use 					

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		<ul style="list-style-type: none"> • Shared teaching resources to be cleaned prior to and after use. Use of Quarantine room to isolate items for 72 hours before crossing use • If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned • Guidance issued to staff on the use of the staff room and staff toilet area, including maximum numbers at any one time 6 in total at any one time. Staff to be reminded to adhere to social distancing at all times • Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc • Staff must wash and dry their own cups, plates and utensils, using disposable towels. Bring own from home. <p>As a result, the risk of infection to staff and pupils in classrooms is reduced.</p>					
Poor pupil behaviour increases the risk of the spread of the infection.	High	<ul style="list-style-type: none"> • Pupils are reminded of the behaviour policy on their return to school • Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence 	Low	Low	All staff	Ongoing	TW

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		<ul style="list-style-type: none"> Pupils' individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary. <p>As a result, pupils and staff understand the behaviour policy/individual plans in context.</p>					
Pupils with complex needs are not adequately prepared for a return to school or safely supported.	N/A	<ul style="list-style-type: none"> Specific arrangements for pupil transport have been risk assessed and agreed with local providers Leaders and staff should review individual pupils' handling plans, including the use of PPE Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy) Review individual communication plans where close proximity is expected e.g. on-body signing Plans should be understood, shared and followed consistently by all staff working with those pupils Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school. <p>As a result, pupils with complex needs are well supported.</p>	N/A	N/A	N/A	N/A	N/A

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Vulnerable pupils and pupils with SEND do not receive appropriate support.	High	<ul style="list-style-type: none"> Appropriate planning is in place to support the mental health of pupils returning to school Agree what returning support is available to pupils with SEND in conjunction with families and other agencies. <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>	Low	Low	All staff	Ongoing	CW
Increased number of safeguarding concerns reported after lockdown.	High	<ul style="list-style-type: none"> Agree safeguarding provision to be put in place to support returning pupils Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns Follow up any referrals made by staff swiftly, while maintaining social distancing. <p>As a result, safeguarding remains of the highest priority and practice.</p>	Medium	Medium	LHG, AH, TW, CW, RH	Ongoing	TW
Emergency evacuation due to fire etc.	High	<ul style="list-style-type: none"> Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained Leaders to communicate procedures to all staff Clear roles defined to all staff attached to each bubble in-case of an emergency evacuation procedure Staff to communicate emergency evacuation procedures to pupils at the beginning of each day. 	Low	Low	All staff	Ongoing	MH

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		As a result, social distancing is maintained in the event of an emergency evacuation.					
Cleaning is not sufficiently comprehensive.	High	<ul style="list-style-type: none"> • Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening • A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures • Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning • Whilst pupils are at breaktime/lunchtime, staff to clean tables/door handles with a disinfectant spray. Gloves and aprons to be worn during this and hands washed afterwards • Disposable gloves/wipes/sprays are next to photocopiers/printers etc • Cleaners to act upon guidance normally linked to ‘deep cleans’ as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years). <p>As a result, high standards of cleanliness are maintained in school.</p>	Medium	Medium	All staff	Ongoing	MH
Contractors, deliveries and visitors increase the risk of infection.	High	<ul style="list-style-type: none"> • All contractors to be checked to ensure that they are essential visitors prior to entry to the school 	Medium	Medium	MH	Ongoing	LHG, SS, MN

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
		<ul style="list-style-type: none"> • Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils • All contractors/visitors to wash hands either prior to or on entry to the school site • Contractors and visitors are directed to specific/designated handwashing facilities • All areas in which contractors work are cleaned in line with government guidance • Contractors to bring own food, drink and utensils onto site. • Staff who receive deliveries to the school to wash hands in line with government guidance after handling • Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drivers are not permitted to enter the school premises when making deliveries • If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building • Surfaces to be cleaned after any deliveries have been made. <p>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p>					

Agreed by Headteacher LHG, Governors SS and MN - Date agreed 25.02.21



School-specific arrangements relating to risk assessment that may need additional detail:

Capacity and organisation of teaching spaces/Movement around the school/ Classroom allocations, Timetable arrangements, Role of teaching assistants, Breaktime plan, Lunchtime plan = Clear sections within school for the children and staff to stick to

Year Group	Entrance into school	Area of school located	Staffing within the bubbles (No crossing of staff at all)	Toilets for children to use	Toilets for staff to use	Fire exit (everyone is to ensure they are not near another class and social distanced from staff)	Fire Marshall Duties
Day-care	Day-care Door	Day-care	JW and BH	Day-care	Day-care	Day-care door onto the grass on carpark	JW – clear toilets, kitchen area RH – Children
Nursery	Nursery Door	Nursery and Community Room	KHo, GC, SJ, KBa and HD	Nursery	Entrance toilet		GC – Cloakroom SJ – Toilets KHo – Children
Nurture	Through Community entrance, turn right	Happy Hub	GH and KHa	Ones outside Reception/ Afternoon Day-care	Next to LHG office/ Afternoon Day-care	Day-care door onto the grass on carpark	KHa and GH – Children
Reception	Down ramp, through door into classroom	Reception Classroom	SM, JC and JK	Ones outside Reception	Next to LHG office	Out of door, straight across the field from the path to the hedge	JC – Children’s Toilets SM - Children and Coat area
Year 1	Down ramp, through door, turn right into classroom	Year 1 Classroom	MH, CV, FA, RP and SH	Ones outside Reception	Next to LHG office	Out of door, straight across the field from the path to the hedge	TR/FA/SH – Intervention Room/Staff toilet CV/MH – Children and Coat area

Year 2	Through Community entrance, turn left	Year 2 Classroom	KBi and SO	Ones outside Year 2/3	By Staffroom	Out of door, straight across the field from the path to the hedge	SO – Children's toilets KBi – Children and Coat area
Year 3	Through Community entrance, turn left	Year 3 Classroom	LV and MS	Ones outside Year 2/3	By Staffroom	Out of door, straight across the field from the path to the hedge	MS – Staff Toilets LV – Children and Coat area
Year 4	Through Community entrance, turn left	Year 4 Classroom	JW, BH, BS and AC	Ones outside Year 2/3	By Staffroom	Out of door, turn right, down ramp, Immediate left straight across the field from the path to the hedge	BH – Intervention room outside staff room/old nurture JW – Children
Year 5	Around outside, back of Kitchen and through blue gate into hall	Hall	TW, CW, and DN	Ones outside Year 5/6	Disabled toilet	Community Entrance onto the grass on carpark	AC – Ramp/peace garden area TW/CW – Children
Year 6	Around outside, back of Kitchen and through blue gate under walkway and into Year 6	Year 6	DC and MB	Ones outside Year 5/6	Disabled toilet	Out of white door, turn left along path, straight across the field from the path to the hedge	MB – Children's/Disabled Toilet DC – Children

TR to take role of teacher when covering PPA in Year 6 and when with a group during forest school session

Arrival to and departure from school

Arrival to school 8:30 am – Daycare and Nursery 8:40am – Year 5 and 6 8:50am Year 1 9:00am – Year 2 9:10am Year 3 and 4 9:15am – Reception and Nurture 12:15pm – Daycare/Nursery		Departures 11:30am – Daycare/Nursery 2:25pm – Nurture 2:30pm – Reception 2:35pm – Year 1 2:40pm – Year 2 2:45pm – Year 3 2:50pm – Year 4 2:55pm – Year 5 3:00pm – Year 6 3:10pm – Daycare/Nursery
Playground rota's		
KS1 – Playground 8:55am – Year 1 9:50am – Year 2 10:00am – Year 1 10:50am – Year 2 12:00pm – Year 1 12:30pm – Year 2 1 – 2pm – Monday Year 1 1 – 2pm – Tuesday Year 2 1:40pm – Year 1 – Wed - Fri 1:50pm – Year 2 – Wed – Fri	KS2 – Playground 8:45am – Year 5 9:15am – Year 4 9:45am – Year 3 10:00am – Year 5 10:20am – Year 6 10:40am – Year 4 11:00am – Year 3 11:50am – Year 6 12:10pm – Year 3 12:30pm – Year 4 12:50pm – Year 5 1:15 – 2:15 pm – Monday Year 3 1:30pm – 2:30pm – Tuesday Year 5 1:15 – 2:15pm – Wednesday Year 2:15 – 2:30pm – Year 4 M,W,T and F	Daycare, Nursery and Reception will use their own play area, so will not need specific timings These times must be stuck to! There can be no crossing of bubbles on the way in, or way out and also not on the playground from both staff or children. During the day staff are to release each other as we have been doing to use the loo and grab a drink, etc. There is to be no socialising at all in the staffrooms. But it is as we have been working bringing very little into school.

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Catering staff – SIPS

Hot lunches are delivered to classrooms.

Cleaning – Cleaners will be employed throughout the day and classrooms will be cleaned during break and lunchtimes, also toilets will be cleaned at least 4 times during the day and between classes.

Toilets – cleaned and wiped regularly and deep cleaned every evening. Extra 3 hours daily for cleaning to occur

Staffroom and offices – 4 people in staffroom at any one time. Logic is though children and staff stay in their own bubble. For own and everyone else’s protection. Staff are not to congregate or socialise in staffroom, lockers to be dispersed around school so staff are able to socially distance easier from each other.

Transport – N/A

Classroom expectations – Children to have own equipment in a box and each child will have this within their own bubble, at their table.

Pupil expectations – COVID – 19 code of conduct

Useful links:

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Vulnerable: <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>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>



- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress> Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
- Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
- Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>