



## ESSENDINE PRIMARY SCHOOL RISK ASSESSMENT

Location / Site	Insert location and site where activity taking place
Essendine Primary School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
Reopening of the school to nursery, Reception, Year 1 and Year 6	
Assessment date	Insert date when assessment is being carried out
14/5/2020 – to be updated regularly until re-opening	
Assessment serial number	Insert local serial/identification number for future reference

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	Yes

### Government guidance states for schools states:

- “The safety of children and staff is our utmost priority.”
- “The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”
- “In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

### Government guidance for parents concerning re-opening of schools states:

- “We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”
- “Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.



- Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:
- Consideration of the pupils' mental health and well being

*Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11<sup>th</sup> May 2020*

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Reduce the number of children in the classroom to enable social distancing (<b>no more than 15</b>) school estimate 10 children in the first instance. Classrooms zoned.</li> <li>2. <b>Remove excess furniture to increase space if space to do so</b></li> <li>3. Children keep to their desks when in the room</li> <li>4. Social distancing charter created for and with the children – (<b>Go through with staff</b>) (Include instructions how to line up, use of toilet, moving around the classroom etc)</li> <li>5. Charter re-visited and <b>modelled many times</b> a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance</li> <li>6. Children isolated if cannot adhere to charter and spoken to re the need for social distancing</li> <li>7. Lessons planned for individual work (not pairings or group work)</li> <li>8. Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction</li> <li>9. Mark out an area for the teacher – 2m distancing at front of room</li> <li>10. <b>Children to use same desk if returning next day</b></li> <li>11. <b>Teacher and LSA are assigned to these children and stay with these children throughout the day (and on sub-sequent days)</b></li> <li>12. <b>Children stay in the classroom for majority of the day and not mix with other groups</b></li> <li>13. Bags, coats and lunchboxes kept under children's tables</li> <li>14. Where staff are responsible for personal care, appropriate PPE must be worn in line with government guidance.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>



<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. All staff and children to use hand sanitiser before using the toilets</div> <div>2. Only one boy and one girl allowed to go to toilet at a time</div> <div>3. Children regularly wash hands throughout the day using 20 second rule.</div> <div>4. Hand gel used after toilet use as well as washing hands</div> <div>5. <a href="#">Extra Signs in toilet re washing hands</a></div> <div>6. <a href="#">Wedges for the toilet external toilet doors</a> if not fire doors.</div> <div>7. <a href="#">Extra soap ordered to ensure we do not run out</a></div>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing waiting to enter school and classroom in morning resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Staggered drop off and pick up times for different year groups</div> <div>2. Parents remain outside the school gates</div> <div>3. If needed put markers outside the classrooms for the children 2 metres apart</div> <div>4. Allocated gate for all year groups to drop children off</div> <div>5. Instructions shared re social distancing between families in the morning with parents and children</div> <div>6. Signage for parents and children explaining expectations</div> <div>7. SLT to be on duty to supervise</div> <div>8. No parents allowed in the school building, other than the main office.</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Staggered playtimes and allocated play area in the first instance</div> <div>2. Reduced playtime equipment – hard surfaces and can be easily cleaned</div> <div>3. Games discussed which encourage social distancing – football passing, catch etc</div> <div>4. Staff supervision throughout – actively encouraging and insisting on social distancing</div> <div>5. Children practice talking 2 meters apart – modelled by staff</div> <div>6. Children remain in their bubbles and then play in smaller pods of 4 outside in allocated zones.</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing when eating lunch resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Children eat in their classroom, which will be a packed lunch.</div> <div>2. Children asked to bring packed lunch in first instance if they are not entitled to FSM in year 6– packed lunches kept under children’s tables with bags</div> <div>3. Packed lunches brought to their classroom</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Children staying in their classroom and accessing outside from classroom door</div> <div>2. One child going to toilet at one time</div> <div>3. Messages to office via walkie talkie</div> <div>4. Staff use empty classrooms and alcoves to maximise the distance between each other</div> <div>5. Agree instructions with children concerning going and returning to toilet</div> <div>6. When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained – <b>regular practice this in the first few days</b></div> <div>7. One way system of corridors is used – one entrance, one exit. Each allocated to different year groups. Year groups never meet each other.</div> <div>8. Minimised movement around the school – messages to be phoned to phase leaders in classrooms.</div>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contact of shared resources resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Children have packs of stationary labelled with their name on</div> <div>2. Tubs of resources for individuals if needed – maths cubes etc</div> <div>3. Resources washed in Milton each night and left to dry if not the same person using them the next day</div> <div>4. Tables, door handles and other surfaces cleaned with Milton at the end of each day/session</div> <div>5. Lessons planned so resources are individual and not shared – or on white board</div> <div>6. Resources on tables ready for lesson and not distributed within the lesson</div> <div>7. Plastic packets (zippy) bags used for individual resources</div> <div>8. Children encouraged to wash hands / use hand gel before lessons and after each lesson</div> <div>9. Doors to remain open</div> <div>10. Staff must not share computers. Teachers required to bring their laptops or use the one within the classroom for planning etc.</div> <div>11. Staff allocated PPA areas with appropriate social distancing.</div>			



Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the children			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Children to have class teacher and LSA (if possible under vulnerable staff guidance) in the first instance</div> <div>2. Small numbers of children to support their emotional need</div> <div>3. Reduced time in school to ensure transition is successful from home to school</div> <div>4. Thrive curriculum / PHSE to be delivered for first two weeks to support children’s well-being – slowly increasing the cognitive load</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the staff – including anxiety			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Inclusion in risk assessment process – input into hazard identification and control measures</div> <div>2. Staff meeting – virtually – to discuss concerns and shared control measures</div> <div>3. Sharing of support helplines – Employee Assistance</div> <div>4. At least one SLT member of staff on site every day for staff to share concerns with</div> <div>5. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</div> <div>6. Separate risk assessment for the office area</div> <div>7. Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed</div> <div>8. Planned time for planning and preparation within the week esp for those with children in school</div> <div>9. PPA can be carried out at home</div> <div>10. Extremely vulnerable staff (Shielding) work from home</div> <div>11. Vulnerable staff – strict social distancing – working at home or in school with strict 2 metre distancing measures in place</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Hand gel dispenser outside of all classrooms</div> <div>2. Hand gel order in large quantities</div> <div>3. Extra soap dispensers and re-fills in each classroom</div> <div>4. Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</div> <div>5. Washing hands posters replaced in all washing areas</div> <div>6. Reminders how to wash hands properly – videos and posters</div> <div>7. Procedure agreed for children to wash hands to ensure thorough hand washing</div>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Milton</div> <div>2. PPE will be worn by all cleaning staff</div> <div>3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission</div> <div>4. Soft furnishings and soft / cloth toys will be removed from use in classrooms</div> <div>5. Deep cleaning of classrooms before re-opening</div> <div>6. Cleaners to return to work before the school re-opens</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE





<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home</div> <div>2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.</div> <div>3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u><b>Identify hazard</b></u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of someone developing symptoms while in the school</b> resulting in direct transmission of the virus	

<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"><li>1. Staff should be vigilant for signs of the virus.</li><li>2. In the case of a child developing systems, they must be immediately isolated, and parent is to be called.</li><li>3. Parents must be reminded of isolation expectations</li><li>4. If the parents are uncontactable, the child is to remain isolated but monitored by a member of staff – three contact number MUST be available for all children.</li><li>5. Parents informed that a government test is required</li><li>6. If a child enters school whilst a member of the family is displaying Covid 19 symptoms, the parents must be reminded of isolation expectations and the child sent immediately home.</li><li>7. If a family member becomes ill, the parent must inform the school of the current situation, so that we can monitor the class that the child had been in contact with.</li></ol>	



--

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of distancing in the school office resulting in the direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Only one parent allowed in the main office at one time</div> <div>2. Signage to be placed on the gate to this effect</div> <div>3. Parents urged to phone if they have a query</div> <div>4. Perspex dividers between desks as well at the main reception</div> <div>5. No sharing of computers</div> <div>6. Regular sanitisation of keyboards and desks with alcohol wipes</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of distancing when dealing with first aid provision resulting in the direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Any incidents requiring first aid which occur in the classroom, will be dealt with on the classroom. A designated first aider will be called via the walkie talkie.</div> <div>2. First aid bags created for each floor, containing appropriate PPE - stored in the halls.</div> <div>3. If the first aid room needs to be used, appropriate PPE will be available to staff.</div> <div>4. Display PHE advice on PPE needed on wall</div> <div>5. The room will be wiped down after use by the first aider using alcohol wipes</div>			



6. If required, the first aider will call parents and fill in accident form

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

OVERALL level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Assessor's comments		Insert comments relevant to findings as appropriate	

Name of assessor	Signature of assessor	Date

Manager's comments	Insert comments relevant to assessment as appropriate

Name of manager	Signature of manager	Date

Risk assessment reviews	Set future review dates & sign/comment upon completion
-------------------------	--