**Schools Covid 19 Risk Assessment – May 2020**

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| **Name of School** | **Urchfont CE Primary School** |
| **Name of Headteacher** | **Carol Talbot** |
| **Assessment completed by** | **Carol Talbot / Ian Walker/ Graham Creasey** |
| **Assessment date** | **19th May 2020** |

**This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions.**

**Use the template to prepare a specific risk assessment for your school/setting. It must be kept under review and updated accordingly.**

**Useful links:**

DfE Planning guide for primary schools can be found [here](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools).

DfE guidance on implementing protective measures can be found [here](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings).

Right Choice Coronavirus Resources are available [here](https://secure2.sla-online.co.uk/v3/Resources/Page/16834).

| **RISK** | **CONTROL MEASURES TO CONSIDER** | **LOCAL APPLICATION OF MEASURES** |
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| 1. **Maintaining Social distancing – external areas** |  |  |
| Numbers on school transport impede social distancing. | * Liaise with School Transport Team before changes to school times are made. | The school has 1 child being transported by Urchfont Community Bus (am) and Community First (pm) – this child is currently in Y3. |
| Numbers of parents and children at entrances and exits impede social distancing. | * Instructions for parents/carers on social distancing rules on site. * Staggered start/finish times for different groups. * Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard * Use of different entrances/exits for different groups. * Only one parent/carer to accompany child. * Staff on duty to supervise. * Signage. | **Instructions** - Before reopening, a letter will be sent to parents outlining expectations and will include social distancing rules and only one parent to bring and collect child/ren to school.  **Timings & Markings**  **Children MUST be brought to and collected from school (DFE Guidance)**  **Drop – off in the morning.**  We are insisting parents (only one per family) to follow a set route to enter and leave the school premises. In the morning, the route will be down the school pathway from the green, along the school building where they will form a queue. We will put a series of cones at the end of the building and place hazard tape 2 metres from the school door. We will ask one child/family to enter reception at a time. In reception, the child will be marked in the register, if we have capacity for hot lunches, choices will also be taken. We will ask adults to then leave the school premises down the school driveway. ALL CHILDREN WILL ENTER THE SCHOOL VIA RECEPTION – THIS MAY CHANGE IF NUMBERS INCREASE TO ALL YEAR GROUPS IN THE COMING MONTHS.  8.50 – 9.00am – Year 6  9.05 – 9.20am – Year 1 and Critical Worker & Vulnerable children  9.25 – 9.45am – Year R  \*Parents bringing children to school from different year groups will be permitted to drop off all children together.  **End of the Day**  We will insist parents come up the driveway and wait in front of the metal the gate. Children will wait in the hall and staff will release the child to the parent via reception. Parents should exit through the wooden gate to the Green.  2.50pm – Year R  3.05pm - Year 1 and Critical Worker & Vulnerable children  3.15pm – Year 6  \* Parents collecting children to school from different year groups will be permitted to collect all children together.  **Signage** - Social distancing posters will be put up on school pathway, gate and in windows along school building.  **Staffing –** initially, a member of admin staff will be on duty to take registers. A member of SLT will be on duty outside directing parents and children and a member of staff in hall welcoming and directing children. **This may reduce as children become accustomed to the routines.** |
| Changes to school routine cause vehicular and pedestrian traffic management issues. | * Encourage parents to walk/cycle to school with children. * Stagger drop off / pick up times. * Review traffic management risk assessment where changes to start/end of day apply. * Encourage staff to walk/cycle to school. * Staff on duty to supervise. | Under normal circumstances there is no particular issues with vehicular and pedestrian management. By staggering drop off and pick up times we would expect any issues to lessen.  In letter, there will be an encouragement not drive to school if possible and to adhere to the one -way system set up by school to drop off and collect children.   * Staff will be aware that at the start and end of the day there will be children and parents using the school driveway. |
| 1. **Social distancing – internal areas and during breaks** |  |  |
| Pupil numbers and room sizes impede social distancing | * Where practicable reduce number of children in the classroom to enable social distancing. DFE advise no more than 15 but the maximum number will depend on space available. * Remove excess furniture to safe storage areas to increase space. * Desks to be spaced out as far as possible but do not impede fire escape routes and exits. * Floor markings to illustrate 2m areas (including an area for the teacher/TA). * Children to remain at their desks when in the room. * Children to use the same desk each day. * Lessons planned for individual work as opposed to close group work. * Social distancing to be explained to children - with regular reminders. * Signage/Posters in each classroom. * Consider the use of school grounds / local environment to extend the range of teaching spaces available. * Allocate named staff to each group of children. * Staff to supervise and enforce measures. | **Numbers in each classroom**  Each room will be individually assessed to ensure enough space for the children and staff working in there.  Owls – 15 children (max) have indicted a return to school. After assessment of space in classroom, only 9 desks could be spaced apart, allowing for a distance of approximately 2m between seated children. Therefore 6 children will need to seated in the adjoining hall with a TA.  Woodpeckers –  Chaffinches -  Robins – 15 children (max) these children will be spread through Robins, library and outside classroom. These will be divided into 3 groups and will be stationed in one of the three areas. These will be divided into 1 Y1 group and 2 YR groups.  **Furniture –** if needed any excess furniture will be removed / any tray units that store equipment not needed at this time may be turned to face walls.  **Desks and floor markings –** desks to be spaced out and children will be asked to remain at their desks. Names will be put on desks for each child and they will be asked to keep their own equipment at their desk. Lessons will be planned for individual work using the whiteboard as much as possible and use of laptops for use of Google Classroom where appropriate.  Designated area to be created for teacher and other adult in Owls, Woodpeckers and Chaffinches rooms, demarcated with haz tape.  As far as reasonably possible, limit the number of adults in contact with a group of children. However, because of part-time teachers a group will be in contact with more than one adult.  **Signage –** 2m distancing posters displayed in all teaching areas together with posters reminding all about hygiene and hand washing. |
| Number of pupils and staff moving around the school impede social distancing in corridors and other communal spaces | * Children remain in classroom during the day. * Use of a one-way system around the school. * A ‘walk on the left’ policy if one-way not practicable. * Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). * Lane markings on floor and 2 metre markings in areas where queuing is likely. * Areas not in use to be closed off (not escape routes). * Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. * Signage. * School assemblies to be completed electronically and aim to include those children home schooling if possible | Because of rotas for break and lunchtime, moving around school will be limited and interaction between different groups should be at a minimum. However, this might occur because of the nature of the school building layout.  All children will be asked to walk in single file around building.  Children’s belongings to be stored under their own desks in trays.  Robins to have a designated area to store lunchboxes and personal belongings (no cloakrooms to be currently used.  A barriered designated walkway has been established through the Hall |
| Number of pupils and size of space impede social distancing when using toilets | * Only one child allowed to go to the toilet at a time. * One in one out system in place. * Close sinks to give 2m for handwashing – if only one child this isn’t necessary * Allocate toilets around the school for different groups of children. * 2m markings on floor in queuing area | Only one child per pod to be allowed to go to the toilet at any one time.  Appropriate handwashing materials and signage is available in toilets. |
| Number of pupils and available space impede social distancing at breaktime and lunchtime | * Staggered break and lunch times. * Allocated play areas for each group. * Consider zoning of play areas using markings / cones to reinforce distancing. * Children to bring packed lunch and eat lunch in classroom or consider using school grounds for ‘picnic lunches’ whilst retaining 2m distancing * Games which encourage social distancing. * Staff supervision to maintain standards. * If hot meals are provided, transport safely to classroom or if canteen is available, remove unused tables and apply 2 metre rule. * Any crockery/cutlery used must be cleaned thoroughly. | **Break-Times** – If weather permits use the field and playground to ensure children have lots of space to run around. When moving from inside to outside, groups that are out on the playground to line up by Robins gate and wait until the other group is lead onto the playground or field. Groups will play together in zones and we will stagger break times  Outdoor wooden play equipment to be taped off to stop use.  Playground equipment will be limited to equipment that can be used by an individual ie hoops, skipping ropes, space hoppers. No sharing of equipment and no ball games.  All equipment will be wiped down after use.  10.15 – 10.30am – Year 6  10.35 – 10.50am – Key Worker & Vulnerable Children (separated into two parts of the playground or field)  10.55 – 11.10am – Year R and Year 1.  **Lunchtimes**  This is more complicated to organise as some will need to eat after they play. If we organise it carefully, all staff should be able to have at least 30 minutes break as MDSA will be able to supervise 1 group each outside. Children will need to eat in their pods/classrooms and be supervised by an adult from the pod. If hot dinners are provided they will be brought to each classroom and plates, crockery collected after eating times.  Desks to be wiped down before and after eating.  12.00 – 12.30pm – YR/1 and KW (LS) eat first then from 12.30 -1.00pm go out to play.  12.00 -12.30pm – Y6 & KW (US) play first then from 12.30pm – 1.00pm eat inside. |
| Number of staff and size of staff spaces impede social distancing. | * Removal of furniture to create more space. * Removal of communal equipment (mugs etc) * Staggered break times for staff. * Repurpose unused spaces for additional staff rooms. * Staff toilets to enforce 2m distancing. | Limit numbers in staffroom to 3 at any one time.  Each member of staff to use their insulated cup at all times.  Place 2m tape on floor to ensure a social distancing queue for staff toilets (if required) |
| 1. **Hygiene and Cleaning** | [**Guidance on cleaning non-healthcare settings**](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) |  |
| Cleaning staff levels are insufficient to deliver enhanced cleaning regime. | * Confirm available cleaning staffing levels before re-opening. * Use of contractors or other school staff for cleaning. * Agree the new cleaning requirements and additional hours for this. * PPE to be worn by cleaning staff as dictated by risk assessment. * Leave resources to de-contaminate for 72 hours if possible. * Deep clean of areas used by keyworker children before reopening. | We employ 2 cleaners from Imperial Cleaning. Each are employed on a daily basis. This is sufficient to maintain the rooms that are being used.  All classrooms will have additional cleaning products to be used through the day by adults in these areas – wipes and anti-bacterial sprays. Adults to be provided with gloves before they clean any surface.  Any resources such as rulers, scissors to be placed in a container full of sterilisation solution overnight.  This solution to be used ONLY BY ADULTS. Resources such as books will be isolated for at least 72hrs in a box. |
| Insufficient handwashing and hygiene facilities increase the risk of transmission. | * Hand gel dispenser outside of all classrooms. * Re-fills kept safely in each classroom. * Children to handwash on entry to school, before and after each break and lunch, leaving school and after using toilet. * Extra handwashing bowls in each classroom. * Extra signage for washing hands. * Supplies of tissues and lidded bins in each teaching space and classroom. * Ensure help is available for children who cannot clean their hands independently. * Parts of school uniform which cannot be machine washed should not be worn. * Ensure supplies of suitable soap. | All classes will have hand sanitiser available to be used under adult supervision.  Refills kept in cupboard in First Aid Room.  All adults and children to wash hands on entry to the school and through the day.  Signage is placed in classes as well as toilets.  Tissues available in classes as well as lidded bins.  Staff will supervise hand washing for those who cannot clean their hands independently.  School has plenty of hand soap available and has ordered new dispensers for Woodpeckers and Chaffinches classrooms. |
| Exposure to new hazardous substances (products) | * COSHH assessment to be carried out for any new cleaning/sanitising products in use. * Additional cleaning staff to be made aware of the COSHH risk assessments. * Appropriate storage of hazardous substances. * Material data sheets to be made available for new and existing products. | Mrs Atkins to liaise with Imperial Cleaning to revise current provision and procedures, making relevant changes as necessary. |
| 1. **Site and Buildings** | [**DfE Guidance on school premises management**](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak) |  |
| Visitors/contractors/suppliers on site increase the risk of transmission. | * Site visits only by pre-arrangement. * 2m exclusion zones/markings in Reception areas. * Information/signage for visitors informing them of the infection control procedures. * Deliveries and visits outside of school opening hours where possible. * Provision of hand gel at main school entrance. * Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. | Tape placed on waiting zone outside reception and inside to show 2m distance form hatch.  If any contractor comes onto site without making an appointment first they will be turned away.  Hand gel placed at reception.  When delivers are made, they will be left in reception for 72hrs before they are moved and opened.  All contractors and Deliveries to access the Building via Reception only. |
| Changes affect normal emergency procedures. | * Redeployed or displaced staff and children will be briefed on evacuation procedures. * Review of fire assembly point to accommodate social distancing. * Fire drill practice to review any adjustments made. | Review exit of building with staff in the case of a fire or emergency.  Review where the school will gather in the event of a fire drill. |
| Site security is compromised by new arrangements. | * Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors). * Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. | Windows and doors to be opened where possible.  However, fire door from Chaffinches and Owls do not open as this could cause an issue with site security. |
| 1. **Equipment and furniture** |  |  |
| Shared play equipment increases the risk of transmission. | * Fixed play equipment to be put out of use. * Soft toys and difficult to clean play equipment to be removed. * Individual items of play equipment to be cleaned between each use. | Fixed play equipment has been fenced off and is out of bounds to children at all times. This will include the pirate ship.  All soft toys and drapes to be removed from classrooms.  Wipes and sprays available to be used to wipe equipment after use.  Solutions available for other resources such as rulers, scissors, small toys. |
| Shared equipment, fittings and resources increase the risk of transmission. | * Handwashing before and after each lesson. * Remove unnecessary items from the classrooms and store elsewhere. * Cleaning regime for door handles, press to exit buttons, communal surfaces. * Children asked to bring in own stationery or have allocated, named, packs of stationery per child. * Resources and surfaces to be cleaned each night. * Lessons planned so resources are not shared. * Limit the number of resources/books taken home. | Teachers to ensure a strict cleaning regime is adhered to on beginning and ending of a lesson.  Doors (wedged) to remain open as much possible to limit touching of door handles and aid increased ventilation.  Each child (Except YR) will have their own stationary pack (named) with basic resources included. Children must not bring resources from home to use in school.  No resources or books will be taken home.  Reading books will remain in school – only adults will take books from the library and keep a selection in class – when children have finished with these books, they will be placed in a box and left for at least 72hrs before returning to general stock for others to use. |
| Increased manual handling tasks increase the risk of musculoskeletal injuries. | * Staff must not attempt to move large or heavy items unless they are fit to do so. |  |
| 1. **Health and Wellbeing** |  |  |
| Staffing levels (insufficient) cause supervision, ratio and safeguarding issues. | * Carry out an audit of all staff availability and review it regularly. * Introduce a process for staff to inform you if their health situation changes. * If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. * Use of staff from other schools (by agreement). | Survey staff to check on availability.  Ensure that staff are aware of who to discuss health issues with.  Where possible, ensure that 2 adults are placed with a pod of children. TAs will be leading pods on remote planning and prep days for teachers (Wed).  Explore whether sports coach and Forest school teacher are available to lead groups on a Wednesday.  Staff must inform the Headteacher or Assistant Headteacher if they exhibit illness at home by phone and not text. |
| Volunteer wellbeing (if applicable) | * Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. * Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. | For the immediate time, discourage volunteers in school. |
| Vulnerable / Extremely vulnerable children at higher risk of infection. | * Parents should follow current medical/government advice if their child is in this category. | Discuss with individual parents where needed. |
| Person becomes unwell with Covid 19 symptoms in school | * Move to a pre-designated room where person can be isolated, with adult supervision if a child. * Ventilate the room if possible. * PPE should be worn if contact is required. * Inform parent/carer to arrange collection. * Cleaning regime after each usage of the space. * Consider purchase of non-contact thermometer. | The schools agreed procedures for dealing with children who appear unwell remain in force. However, if symptoms indicate a potential Covid 19 Risk, additional measures are in place.  Nominate intervention room as designated isolation room.  Make all staff aware of the PPE that is available to be worn. After use, double bag and dispose of securely. |
| Staff wellbeing affected by the working experience. | * Application of national guidance in respect of shielding and at-risk groups. * Include staff in risk assessment process. * Staff meetings and communication. * Defined wellbeing support measures for staff. * Designated staff rest areas. | All staff to have this risk assessment available to them in addition to the organisation sheets created by SLT. They will be required to sign that they have read and understood it.  Continue with regular virtual meetings until reopening as well as a face to face meeting in school before we reopen.  Continue to ensure that the staffroom is maintained as a rest area for all staff with a limit on numbers using at any one time. |
| Pupil wellbeing is impacted by the current situation causing physical and mental ill health.  [School Effectiveness guidance on Right Choice](https://secure2.sla-online.co.uk/v3/Service/Details/7632) | * Children to have allocated teacher and TA where possible. * Reduced time in school to ensure transition from home to school is successful. * Curriculum to support children’s well-being. * Provide opportunities to talk about their experiences/concerns. * Pastoral activities. | Staff will be allocated to one group where possible but may need to be flexible and change if staff absences occur.  Staggered timings for the beginning and end of day. |
| First aid provision | * Ensure all staff know First Aiders on site if less than normal. * If provision is less than usual, minimise hazardous activities which may result in injury. * Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. | First – aiders and Paediatric First-aiders on site at all times.  PPE supply available for staff and to be used when administering first aid. |
| 1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation. | * Individual [risk assessments](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance) of children with behavioural difficulties. * Ensure a supply of PPE is available based on need. * Reduced timetable or consideration of other solutions if child’s behaviour puts staff at risk. * 1:1 teaching to be done at 2m distance. | NA at Urchfont.  Please Note: Due to the current situation, pupil’s usual behaviours exhibited in school may show changes. If pupils behaviour causes significant concern, refer to SENCO for guidance. |
| 1. **Other – specific to your school** |  |  |
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I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything relevant changes. All relevant parties will be informed of the outcomes of this risk assessment.

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| **Name of Headteacher** |  | |
| **Signature of Headteacher** |  | **Date:** |
| **Name of Chair of Governors / Trustees** |  | |
| **Signature of Chair of Governors / Trustees** |  | **Date:** |
| **Date of review** |  | |