

Covid-19 Risk assessment: Richard Coates CE Primary (September 2020)

<p>Key Guidance This section provides a quick overview of some of the key concepts in risk assessment. Refer to Notes section for further information. The first line of the risk assessment table, below, shows an illustrative example.</p> <p>Hazard is anything that may cause harm, e.g. working at height on a ladder.</p> <p>Risk is the chance that someone or something could be harmed by the hazard, measured by combining (multiplying) the likelihood of it happening with its impact (severity). For example, there may be a 'possible' likelihood that someone that is not competent could fall from a ladder (3 rating – see right) combined with a 'moderate' impact of multiple injuries (2 rating), which creates a score of 6 (low risk). However, the risk should be reduced to 'as low as reasonably practicable' (ALARP) through the implementation of control measures, such as ensuring that only trained people climb the ladder.</p> <p>Dynamic Risk Assessment compliments generic and specific risk assessment. Regardless of completing this AF 5010, it is beholden on the person creating the risk to continue to monitor the activity and the control measures. Any changes to the activity (including the environmental conditions) or the control measures, must be addressed via the mechanism of a dynamic risk assessment such that risks remain ALARP.</p> <p>Note however that persons undergoing training cannot be deemed competent until their capability is properly assessed</p>	<p>Probability (P) i.e. likelihood</p> <p>1: Rare/impossible 2: Very unlikely 3: Unlikely 4: Likely 5: Very likely</p>	<p>M u i l t i p l i e d b y</p>	<p>Impact (I) i.e. consequences</p> <p>1: Nil 2: Minor 3: Moderate 4: Significant 5: Major</p> <p><i>Note: impact number may not change even with control measures</i></p>	<p>E q u a l s</p>	<p>Risk Score Calculation</p> <table border="1"> <tr> <td colspan="2"></td> <td colspan="5">Probability (P)</td> </tr> <tr> <td colspan="2"></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td rowspan="5">I m p a c t (I)</td> <td>5</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> </tr> <tr> <td>4</td> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> </tr> <tr> <td>3</td> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> </tr> <tr> <td>2</td> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> </tr> <tr> <td>1</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>								Probability (P)							1	2	3	4	5	I m p a c t (I)	5	5	10	15	20	25	4	4	8	12	16	20	3	3	6	9	12	15	2	2	4	6	8	10	1	1	2	3	4	5
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5 Step Process	Step 1 Identify the hazards	Step 2 Decide who might be harmed and how	Step 3 Evaluate the risks and decide on precautions (control measures)	Step 4 Record your significant findings and include instructions as necessary. Implement control measures	Step 5 Review your risk assessment and update as necessary
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School	Richard Coates CE School	Author:	KMC/HMC
Generic or Specific Risk Assessment:	Specific: Return to School (COVID – 19)	Assessment Date:	July 2020
Relevant Publications / Pamphlets / Procedures:	<p>DfE guidance Guidance for Full Opening of Schools COVID-19 - Implementing protective measures in education and childcare settings NHS Test and Tracing Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 Actions for Education and Childcare settings to prepare for wider opening from 1 June 2020 COVID-19 - cleaning of non-healthcare settings Staying alert and safe (social distancing) Transport to School and other places of Education COVID-19 - Interpreting the Government Guidance in a PESSPA Context CLEAPSS Primary - Practical Activities in a Bubble Safety Guidance for Parents of Children and Young People using Dedicated Home to School Transport from September 2020 Guidance for Parents and Carers of Children attending Out of School Settings during the Coronavirus (COVID-19) Outbreak Stay at Home Guidance for Households with possible COVID-19 Infection First Aid during the Coronavirus (COVID-19) Outbreak Guidance for Food Businesses on Coronavirus (COVID-19) Performing Arts - Working Safely during Coronavirus (COVID-19) https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions</p>	Review Date for GRA (Step 5):	Fortnightly reviews due to the evolving COVID-19 pandemic.

(a) Ref	(b) Activity / element (Step 1a)	(c) Hazards identified (Step 1b)	(d) Who or what might be harmed and how, e.g. (Step 2)	(e) Existing control measures (Step 3a)	(f) (g) (h) Assessment with existing controls			(i) Is residual risk acceptable in the context of risk appetite for the activity? (Yes / No) Refer to Risk Score Calculation above If Yes, move to column (n). If No, identify additional controls (Step 3e)	(j) Reasonable additional controls that can be implemented to reduce risk to ALARP (Step 3f)	(k) (l) (m) Reassessment with additional control measures			(n) List required action(s) to instigate controls (Step 3j)
					P (1-5) (Step 3b)	I (1-5) (Step 3c)	Score (L x I) (Step 3d)			P (1-5) (Step 3g)	I (1-5) (Step 3h)	Score (L x I) (Step 3i)	
1	School site	Infection from surfaces and main contact points such as doors	Pupils Staff	<ul style="list-style-type: none"> Deep clean of whole site during summer closure Additional cleaning of classrooms - midday wipe down of touch surfaces, teachers to ensure desks and door handles wiped down Resources sanitised after use. 	2	4	8	Y				<ol style="list-style-type: none"> Instruct caretaker/cleaners which rooms Teachers to ensure class surface 	

		Equipment/ system failure		<ul style="list-style-type: none"> Hand sanitiser placed at entry and exit points to school and classroom Statutory testing and maintenance such as water hygiene testing/flushing, gas safety, fire safety has taken place 									<ul style="list-style-type: none"> wipedowns 3. Additional cleaning hours 4. TA and teachers to sanitize resources that have been used
2	Staff availability	Not having sufficient staff to manage the site and adequately supervise students due to track and trace isolation	Pupils Staff	<ul style="list-style-type: none"> Staff to follow government guidelines for social distancing, hygiene measures and shielding/isolation if a household member shows signs of being ill or instructed to do so by PHE through track and trace. HT briefed by PHE on infection control measures and dealing with suspected cases. Staff members with underlying health conditions classed as 'extremely vulnerable' have work adjustments made to reduce risk Reduced staffing will result in closure of specific bubbles to ensure adequate supervision when no other options (eg TA cover, supply teacher etc) 	2	4	8	Y					<ul style="list-style-type: none"> 1. Review staff availability regularly 2. Bubbles and contacts recorded.
3	Classroom lessons	<p>Infection due to being in close proximity to others.</p> <p>Infection being spread to wider family members.</p>	Staff Pupils	<ul style="list-style-type: none"> Cohort bubbles kept separate to each other in school and on the yard Footprints on floor to show 1<m waiting points e.g. toilets Hands are to be washed on entry to school, before snack and before lunch. Hand sanitiser to be used regularly throughout the day. Children segregated into class bubbles in school - no mixing without 2<m distance eg dining hall. Maximum of two classes in each "bubble" group in the yard area. Additional support may be necessary for delivery of timetable and PPA but this will be limited. Ensure open windows and doors propped open for ventilation where possible Desks spread out in classrooms and pupils sit side-by-side in lessons Teachers maintain 2m distance from pupils whilst teaching wherever possible Any close contact between teachers and pupils to be kept to 15 minutes or less. Surplus desks/chairs are to be removed from classrooms Instructions to be shared using IWB - sharing photocopies to be kept to a minimum Pupils have their own stationery equipment. Shared resources sanitised between use. Wipes are to be used after touching any items of equipment that are to be shared/circulated e.g. playground equipment. Any teacher or pupil that shows signs of COVID-19 is to be immediately isolated Deep cleaning on request during the day e.g. if suspected case or ill child. Lessons to be planned to make more use of outdoor learning opportunities. All classrooms to be cleaned thoroughly each evening. Reading books and resources returned from home to be put aside for two days before being redistributed. Singing (alongside dance and drama) are considered higher risk but they are part of the curriculum and essential to child development, Teachers must ensure children are all facing forward and socially distance during singing sessions. Children must not be encouraged to sing loudly. Drama and dance must only take place within bubbles and consideration must be given to how activities can take place without prolonged close contact. 	3	4	12	Y				<ul style="list-style-type: none"> 1. Continuing review of DfE guidance 2. Fortnightly review of this risk assessment from date of sign off. 3. Teachers and pupils are to be alert in recognising signs and symptoms. 4. Personal responsibility to ensure personal hygiene, and cleanliness and decontamination of classroom and resource areas 5. SLT responsibility to supervise and ensure adherence 	
4	School transport	<p>Infection of COVID-19 virus due to pupils being in close proximity to others.</p> <p>Infection passed to or from the School Bus Driver</p>	Pupils School Bus Driver	<ul style="list-style-type: none"> NCC review of plans with bus operators for pupils who use county transport - see guidance All bus companies have been asked to share details of RA with school. Seating plan to be implemented to support "bubbles" in school and reduce social contact. Pupils collected and taken to bus to ensure procedures and seating plan followed. Pupils use hand sanitiser when getting on and off buses. School buses used for trips - pupils will travel only with identified "bubble". 	1	3	3	Y				<ul style="list-style-type: none"> 1. Request information re RA and organisation for buses. 	
5	School catering facilities	Infection of COVID-19 virus due to pupils being in close proximity to others in the catering queue and touching same touch points	Pupils Catering Staff	<ul style="list-style-type: none"> Grab and go style lunches will be available from the school kitchen with no queue needed. Seating plan implemented for lunch time to allow identification of close contacts No touch pad used by children - catering team to complete Bubbles to eat in defined areas (2m apart from other bubbles) in DH and main school hall Year 4 to eat in classroom - tables wiped before and after. Staggered break/lunch time with pupils escorted to yard for breaks and defined area for bubbles to play 	2	4	8	Y				<ul style="list-style-type: none"> 1. Monitor lunch time arrangements daily 2. Ensure children understand 	
6	Start of school	Infection of COVID-19 virus due to pupils being in close	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Specified entry point for different phases with signage and 1<m markings on site Hand washing to take place on entry to school Staff at all entry points and gates/surrounding areas to monitor flow of pupil traffic Soft start and finish to school day 	2	2	4	Y				<ul style="list-style-type: none"> 1. Letter to parents indicating which entry point and classroom their child will be in 	

		proximity to others as pupils arrive at school at the same time.		<ul style="list-style-type: none"> No parents into school building - limited parents on school yard to younger years (EY - Year 3) Drop and go system in place - no gathering or waiting. One way system into lower school yard in place. 									2. and timings SLT required to ensure compliance to reduce risk at the point of entry.
7	Visitors	Infection of COVID-19 brought onto the school premises by visitors.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Visitors only in the school if essential including parents - meetings to be held virtually or by phone Hand sanitiser used on entry to the building Barrier (glass panel and security door) limiting visitors entry to the main reception area Meetings rooms to be pre-booked with the admin team and cleaned after use. 	2	2	4	Y					1. Clear signage at entry points to the school. 2. Booking system in place with admin team
8	Parent sends child displaying signs of sickness to school	Risk of the spread of infection.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Remind parents of policy – signs and symptoms section on the school website from NHS/PHE Information on letters sent home to parents Inform Headteacher/SLT immediately. HT reports suspected case with NCC/PHE First Aid TA within bubbles to deal with pupils with available PPE Isolate the pupil in the medical room - ensure it is well ventilated Immediate contact with parents for pick up and removal from school site and request parents to arrange a test if COVID symptoms 	3	3	9	Y					1. Regular parent update with key messages to remind them of the risks.
9	Movement around the school buildings.	Risk of the spread of infection.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Limited access to corridors as time is spent in assigned classroom Break time and lunchtime movement is accompanied by staff 	2	2	4	Y					1. SLT supervision and enforcement essential to reducing the risks
10	Toilet facilities	Infection of COVID-19 virus due to pupils being in close proximity to others if queues appear	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Dedicated toilets in each zoned area cleaned during the day Teachers in bubbles to prompt toilet use across the day at key times Outer doors propped open Limit pupils at any one time - alternate sinks No congregation allowed or free access at breaktimes 2 metre waiting points marked outside toilets 	2	2	4	Y					1. Clear message to students at the start of each day 2. Regular cleaning throughout the day of touch points 3. End of day deep clean of toilets
11	Parents' drop-off. Potential congregating within school grounds	Infection of COVID-19 virus due to pupils being in close proximity to others.	Pupils Staff Contractors/visitors Parents	<ul style="list-style-type: none"> Soft start to the school day with pupils entering the building upon arrival. Increased number of entrances/exits to keep bubbles separate. Parents informed of drop off and collection time. Parents advised of drop off points and asked to vacate the school yards quickly Admin enquiries - by phone or email. 	2	2	4	Y					1. Parent updates 2. Letters to students about school return 3. SLT presence
12	Cleaning regime	Infection of COVID-19 on surfaces throughout the school	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Cleaning regime to be heightened with 'deep clean' of whole premises during summer closure Touch points disinfected several times throughout the day Doors to remain open if possible (not fire doors) Additional cleaning hours during the school day to facilitate increased cleaning regime Touch points including keyboards wiped down after use by pupils Staff to wipe down shared equipment prior to using it - cleaning materials available.. Toys and resources used in EY washed at the end of sessions. 	2	2	4	Y					1. Communicate with the caretaker the need for regular cleaning throughout the day. 2. Specify exactly which touch points need attention.
13	Staff congregating in the staff room.	Risk of spreading COVID-19 amongst the staff	Staff	<ul style="list-style-type: none"> Staff lunchtimes to be staggered and staff take their break with staff from their "bubble". Staff asked to adhere to strict social distance in staffroom and around copiers etc or take breaks outside or in other areas of school to avoid groups. Windows to be kept open for ventilation. No Staff Briefing/meetings in the staff room PC's spaced out in staffroom for PPA Staff encouraged to use own crockery and cutlery 	2	3	6	Y					1. Electronic and email updates for staff in school
14	General cleaning - use of washing machine within school	Risk of spreading COVID-19 on material items	Catering Staff Contractors/visitors	<ul style="list-style-type: none"> Washing machine/dishwasher cycles are to be set at 60 degrees to kill the virus. 	2	2	4	Y					1. Communicate to cleaning staff and caretakers 2. Sign on the washing machine.
15	First Aid provision/medical support	Risk of spreading COVID-19.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Identify First Aiders for each phase with only extreme cases being sent to CB. Available PPE for first aiders Designated area for children potentially showing COVID-19 symptoms Parents are informed they will automatically have to pick up their children from this point and the child sent home immediately. Treatment for minor injuries if required but where possible self help, Disposable ice packs only to be used <p>Policy to contact home/ambulance for more serious injuries</p> <ul style="list-style-type: none"> No practical activities that may be classed as high risk 	3	3	9	Y					1. Securing PPE for First Aid staff 2. Order "one use" ice packs 3. Communication to parents 4. Ensure that staff/students know what to do in the event of injury or if they feel ill.

16	Keeping staff safe	Risk of the spread of infection.	Students Staff Contractors/visitors	<ul style="list-style-type: none"> Adhere to DfE guidance on opening schools fully Limit the number of staff moving between bubbles as far as practical Where possible, support learning whilst maintaining 1<m distance and using IT Reduce the handling of books - camera image shared using IT available Reduce sharing of equipment by pupils - clean after use when unavoidable. Any staff member that shows any symptoms to inform the school and not attend Staff to follow government guidelines for social distancing and shielding/isolation if a household member shows signs of being ill Staff members with underlying health conditions classed as 'extremely vulnerable' should discuss with HT and alternator working arrangements will be considered. Implement DfE/PHE guidance if member of staff or pupil initially displays symptoms and then tests positive for Covid-19; 7 days self isolation for the individual concerned; 14 days isolation for those they have been in direct contact with. <ul style="list-style-type: none"> New Track and Trace measures implemented and advice to be followed if case confirmed e.g. "bubbles" or specific individuals, as guided by PHE, asked to self isolate and not attend if there is a confirmed case within the group. 	3	3	9	Y					1. Brief teaching staff through regular updates
18	Update School behaviour policy	Managing any poor behaviour	Pupil Staff	<ul style="list-style-type: none"> Review policy to identify any required changes/adaptations including COVID-19 related behaviour, e.g. intentionally spitting or coughing at another person Include teaching of personal space and hygiene in the curriculum, supporting pupils with anxiety and ASD related issues 	3	3	9	Y					1. Highlight any changes or adaptations to staff and pupils
19	Emergencies such as Fire Alarms	Infection of COVID-19 virus due to pupils and staff being in close proximity to others as they exit the building	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> New assembly point will be on the school MUGA to allow for adequate spacing Large number of fire exits available All teachers asked to brief children on nearest emergency exit when bubbles change classrooms 	2	2	4	Y					1. Highlight new fire alarm plans to staff and pupils 2. Fire drill within first two weeks of school
20	Track and trace procedures - responding to confirmed or suspected case	Swift identification and isolation to reduce spread	Staff, children and parents	<ul style="list-style-type: none"> Clear guidance shared with staff and parents on track and trace and responding to infection: individual isolates immediately if symptomatic and requests test. All in direct contact (bubble) asked to self isolate if advised by PHE- if test is positive Room and equipment used deep cleaned. 	3	4	12	Y					Regular reminders sent to parents.
21	Wrap around provision	INfection of COVID virus	PUpils and staff	Two bubbles formed and operating from different rooms with separate staff and resources.- children assigned to Shine Bubble (KS2/EY and KS1) and do not move from this. Handwashing on arrival and before food. Menu changed for breakfast and snack - all pre-packed food and no sharing. Planned use of resources and additional cleaning after each session. Children to gel hands before going home. Outdoor play wherever possible.	2	3	6						KH to liaise with kitchen re food. Rooms to be designated and staff allocated to bubbles.

Authorising Officer /	Name	Post	Date	Signature
Existing and additional controls agreed	Heather Cape	Headteacher	reviewed 22 September 2020	
Where risk is elevated confirm additional controls implemented				

NOTES

Risk = Probability x Impact

Likelihood	Definition
5 Very likely	Is expected to occur in most circumstances/ highly probable
4 Likely	Will probably occur at some time, or in most circumstances
3 Unlikely	Could occur at some time, or some circumstances
2 Very unlikely	Is unlikely to occur, but possible it could occur at sometime
1 Rare/impossible	May only occur in exceptional circumstances

Step 5

Review the generic or specific risk assessment and update if necessary.

All generic risk assessments should be regularly reviewed at a frequency proportional to the risk prior to any controls being proposed. In practice, generic risk assessments should be reviewed at least annually, or more frequently:

- where required by local instructions/procedures
- if the safe execution of the activity relies on stringent supervision and/or adherence to a safe system of work
- if there is reason to doubt the effectiveness of the current assessment

Impact		Definition (Health Safety and Environment)
5	Major	<ul style="list-style-type: none"> Multiple fatalities or permanent, life changing injuries Permanent loss or damage beyond remediation of an important and publicly high-profile natural resource, area or species. Multiple incidents causing a major environmental impact
4	Significant	<ul style="list-style-type: none"> A single death or life threatening injury/ injuries. Severe damage over a wide area and/or on a prolonged basis to a natural resource, including controlled waters, or geography requiring multi-year remediation. Single incident causing a significant environmental effect or multiple incidents causing significant effect that need to be managed externally
3	Moderate	<ul style="list-style-type: none"> Injury that requires hospital visit/minor treatment Moderate damage to an extended area and/or area with moderate environmental sensitivity (scarce/ valuable) requiring months of remediation Single incident causing environmental impact requiring some external support to manage
2	Minor	<ul style="list-style-type: none"> Multiple injuries requiring first aid Minor damage to an area, and that can be remedied internally Multiple incidents causing minor environmental effect
1	Nil/Low	<ul style="list-style-type: none"> A very minor injury requiring superficial first aid treatment Limited short-term damage to an area of low environmental significance/ sensitivity Incidents causing very minor environmental impacts

- following an accident or near miss
- following significant changes to the task, process, procedure, equipment, personnel or management
- following the introduction of more vulnerable personnel, e.g. persons with additional needs or pregnant staff

Risk Management		
Risk Rating	Authority level	How Risk should be managed
1 – 3 (Very Low)	School Business Manager	Review periodically To ensure conditions have not changed and working within ALARP and risk appetite
4 – 9 (Low)	Headteacher/ Deputy Headteacher	
10 – 12 (Medium)	Headteacher	Implement good risk mitigations So that the impact remains ALARP and tolerable. Reassess frequently (define) to ensure conditions remain the same.
15 – 16 (Medium to High)	Headteacher/ Chief Operating Officer	Requires active management Likely need for additional resources to treat the risk and limit impact
20 (High)	Headteacher/ Chief Operating Officer	Contingency plans These should be developed in advance and considered together with mitigations to achieve ALARP that is tolerable
25 (Very High)	Headteacher/ Chief Executive Officer	Operational capability may be compromised Urgent and robust action is required, e.g. evacuation of site, closure of school